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ABSTRACT

A career education program was designed for the disadvantaged youth in Leflore County, Mississippi, to be incorporated into the curriculum and supported with a guidance and counseling program (including job placement). At all grade levels, attempts were made to help the children become aware of themselves and others, develop a positive attitude toward the world of work, and expose them to as many occupations as possible. A program emphasizing career awareness in grades 1-6 and career exploration in grades 7-9 was begun to enable the students to choose between a college preparatory curriculum or a specific skill training curriculum. (Except for a fourteen-page explanation of the program, the document is devoted to appendixes. The first (five pages) outlines the responsibilities of the five types of program personnel. The second (45 pages) concerns samples of career activities: lesson title, pre-planning, objectives, teaching procedures and activities, related subjects areas, vocabulary, teaching aids, and teacher's evaluation. A sample field trip information form is the third appendix (one page). The fourth (two pages) is a program evaluation form. The final appendix (30 pages) deals with materials in career education, including an annotated bibliography of filmstrips and books. (AG)

ED 086831

FINAL REPORT

RESEARCH PROJECT IN VOCATIONAL EDUCATION

CONDUCTED UNDER

PART C OF PUBLIC LAW 90-576

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JUNE 1, 1973

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FINAL REPORT

Research Project in Vocational Education, conducted under Part C of Public Law 90-576

The project reported herin is being performed utilizing funds made available to the State of Mississippi under provisions of Part C of Public Law 90-576 administered by the Office of Education, U. S. Department of Health, Education, and Welfare.

Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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SUMMARY

PERIOD COVERED: JULY 1, 1972 THROUGH MAY 31, 1973

GOALS AND OBJECTIVES OF THE PROJECT:

The primary goal of the Career Education Project in Leflore County was to provide all students in grades one through twelve with a curriculum which students could become aware of the occupations available in the world of work. The program enabled students to enter an occupation by choice and not by chance.

The following objectives were developed to meet the primary goal of the project:

(1) To develop and implement a career education program as an integral part of the curriculum.

(2) To incorporate into the curriculum a program of guidance, counseling, and placement in grades 1-12.

(3) To provide students with job entry skills or a background for college entry.

(4) To develop a continuous program of project planning and evaluation.

(5) To structure the continuation of the career education program as a permanent part of the curriculum.

PROCEDURES:

A structure was developed for the implementation of career education as an integral part of the curriculum.

A program of in-service training was established.

An extensive career awareness program was implemented in three attendance centers (grades 1-6). In addition career exploration will be implemented in other attendance centers (grades 7-9

A career education materials center was established in three of the attendance centers.

Guidance and counseling services was provided in grades 1-12 as an integral part of the career education program.

A variety of occupation training programs is offered at the secondary level.

Evaluation and program adjustment were continuous components of the project.

Related activities to be used in conjunction with existing curriculum materials were designed.

During the year an intensive public relations program was conducted and resulted in strengthening of the tie between the school and the community. Many community members and businesses became actively involved in the Leflore County Career Education Project.

Because of the career education project, students are able to more accurately appraise and accept their own abilities, aptitudes, and interests and have a deeper sociological and psychological readiness for the world of work. Exposure to a number of career opportunities resulted in the children developing a greater appreciation for the socially accepted work. Having been involved in decision making activities, students have learned that choice affects outcome.

CONCLUSIONS AND RECOMMENDATIONS:

Conclusions and Recommendations are as follows:

1. Other school systems should implement career education programs.
2. Provisions should be made for continued teacher in-service training and re-training.
3. Teacher training programs should be re-organized to include career education philosophy and techniques of implementation.
4. Funds should be made available for equipment, resource personnel, visitations to other projects, and transportation for career education personnel.

I. STATEMENT OF THE PROBLEM:

Leflore County, Mississippi, is predominantly a rural, agricultural area encompassing 583 square miles of rich Delta farmland. Until recently, the large plantations, common in the Delta, employed thousands of hand laborers for menial tasks in the fields.

For these people, who for generations had worked as hand laborers, education was nonessential. During the last fifteen years, the county has undergone a drastic agricultural upheaval. A modern Delta plantation presently invests $75,000 in equipment for every employee. Each mechanical cotton picker replaces 249 laborers; consequently, fewer workers are needed, and those that are needed must be of higher caliber in order to operate and maintain this expensive equipment.

The majority of workers displaced from these farms went North, often leaving children and family behind with grandparents or "guardians". Living in tenant houses, widely dispered throughout the county, these children are are 'isolated', not only from the family unit, but also from modern society. These children lack three important ingredients needed in order to work successfully in an educational environment; (A) Parental influence and guidance, (B) Contact with an environment which enriches an education, (C) An educational tradition which is characteristic of more affluent backgrounds.

The program of Career Education provides the children of Leflore County with an insight into the world of work which is inherently lacking in their deprived environment.

Children cannot possibly choose an occupation of which they have no knowledge. A child, for instance, raised in Money or Minter City, Mississippi, typical isolated rural communities, cannot possibly have a concept of a career in architecture, city planning, city engineering, or a host of other occupations.

Therefore, the Leflore County School District must provide their children an education which will insure them an even chance when they are ready to enter the world of work.

The overall objective of the Career Education Program throughout all grade levels is to involve our children in becoming aware of themselves and others, and to develop a positive, healthy attitude toward the world of work, and to introduce them to as many occupations as possible.

The overall objectives of the Career Education Program is to: involve our children in becoming aware of themselves and others; to develop a positive, healthy attitude toward the world of work; and to introduce them to as many occupations as possible.

Below are listed behaviors and skills which should be developed by the child through each day's instructional activities:

1. Set of values
2. Honesty
3. Reliability
4. Responsibility
5. Decision making skills
6. Math skills
7. Language skills
8. Good grooming
9. Alertness
10. Respect for one's self and others
11. Respect for property
12. Cooperation

II. GOALS AND OBJECTIVES OF THE PROJECT:

1. To develop and implement a career education program as an integral part of the curriculum.
2. To incorporate into the curriculum a program of guidance, couseling, and placement in grades 1-12.
3. To provide students with job entry skills or a background for college entry.
4. To develop a continuous program of project planning and evaluation.
5. To structure the continuation of the career education program as a permanent part of the curriculum.

III. DESCRIPTION OF THE PROJECT:

The period of awareness in the Leflore County School District included grades 1-6.

Career Education in grades 1-6 was not a separate course or a subject in addition to the established curriculum, but actually became a part of each subject at every grade level. The elementary teacher with the help of the career education teacher developed units to be correlated with the subject matter of each discipline.

Career Education began in the first grade with discussions concerning occupations in the home and school settings. As the children advanced from grade to grade, the variety of occupations were expanded to include those found in the community, the state, the United States and foreign countries.

Each elementary classroom in seven of the nine attendance centers has a project area consisting of a tool panel, (housing common hand tools) a work area, and saw horses. The Leflore County School District has employed three teachers with a background in the use of tools and materials to become a part of the career education team. These teachers worked with the elementary teachers in the development of group and individual student projects. These projects were designed for curriculum enrichment as well as for Career Education. This method of learning is a "hands on" activity approach with which the Leflore County School District experienced a great deal of success during the past four years.

Careers or occupations during the period of awareness was not explored in great detail, but dealt, with the process of becoming aware of a variety of occupations as potential fields of employment. A career education laboratory was established in three attendance centers. This laboratory contains occupational information designed to be used at both the elementary and secondary level. The career education teacher was the link between the elementary teacher and the career education laboratory. The career education teacher and the elementary teacher jointly developed an occupational unit to be correlated with the subject matter of the regular curriculum.

The career education teacher secured information available for the career information center on a particular occupation or family of occupation. Such information included film strips, stories, and many other forms of occupational information designed for the elementary school.

The period of exploration included grades 7-9, and during this phase of the career education program, use was made of field trips and visiting resource people from a cross section of occupations in order to broaden the student's knowledge and understanding of the world of work. These students were given the opportunity to visit the existing vocational programs which are now being offered in the Leflore County School District as a segment of their exploration activities.

The counselors' roles should intensify the importance of career choices through individual and group activities. Occupational and development films also served as important tools of the career education program in the development of the attitudes toward work.

Programs of industrial arts and home economics were utilized in the implementation of Career Education during the exploration phase in those schools which have the facilities.

At the seventh grade level the girls were rotated through a short block of industrial arts and occupational orientation pertaining to the industrial world. At the same time the boys were rotated through the home economics department to receive information concerning social and personal adjustment and then return to the industrial arts teacher for occupation information. The girls also received information concerning social personal adjustment during their tenure in the home economics laboratory.

These programs were also utilized at the 8th and 9th grade levels to further convey career information as it fits into their realms of instruction.

By the time children reach the tenth grade many of them will have narrowed their occupational choice to one job family.

In the Leflore County School District two choices are available to the students; (1) a college preparatory curriculum, or (2) a specific skill training curriculum.

If the student has made an occupational choice requiring a two year college degree, a four year college degree or even more training, he will enroll in classes necessary for his entrance into, and success in, college. If the student on the other hand, chooses an occupation requiring special skill training he will enroll in a vocational program. A student after finishing a two or three year curriculum of high school vocational training has a choice of entering the labor market or going to the junior college for additional technical training and then entering the labor market.

The present vocational offerings on the secondary level by the Leflore County School District are:

Auto Mechanics

Masonry

Shoe Repair

Carpentry

Offset Printing

Pre-Vocational Instruction (Handicapped) 2 programs.

Agriculture

Consumer & Homemaking (3 programs)

IV. MAJOR ACCOMPLISHMENTS AND ACTIVITIES

Major Activities:

Objectives: To acquaint the administrators and principals of the Leflore County School System with Career Education.

Activities: The Coordinator of Career Education Programs for the State of Mississippi met with the administrators and principals of the Leflore County School District to introduce them to the philosophy of Career Education and to discuss with them the implementation of a Career Education Program to their school system.

Outcomes: The administrators and principals of the Leflore County School system developed a commitment to the implementation of the program into the three target school initiated and to closely monitor the program for future implemen-tation into the nontarget schools.

Objectives: To employ personnel for the implementation of Career Education, grades 1-6 in three of Leflore County's attendance centers.

Activities: Personnel was employed to implement the program in the three attendance centers designated in the project.

Outcomes: A local project director was designated and two Career Education teachers were employed.

Objectives: To orientate Career Education personnel with Leflore County's Career Education project.

Activities: In-service training was held to acquaint the Career Education personnel with Leflore County's project. This in-service, lasting 3 weeks, was administered by the project director. The Career Education personnel visited existing programs of Career Education in other school systems to obtain ideas and materials for possible utilization in Leflore County. In addition, several meetings were held with the staff from the Division of Vocational and Technical Education, State Department of Education concerning implementation procedures.

Outcomes: The Career Education teachers became familiar with the Career Education Project of the Leflore County School District. Through visitation and studies of other Career Education Projects various ideas and materials were found that could be applicable to the Career Education Program of the Leflore County Schools.

Objectives: To acquaint classroom teachers and counselors from each of the attendance centers with the Career Education Program.

Activities: An in-service workshop for the classroom teachers, counselors and principals was conducted by the staff from the Division of Vocational and Technical Education, State Department of Education, to introduce them to the philosophy of Career Education and the implementation of the program in the Leflore County School System.

Outcomes: As a result of the in-service workshop held by the State Coordinator of Career Education Programs, the teachers, counselors, and principals developed an understanding of how the child could benefit from such a program.

Objectives: To review and select materials to be housed in a materials center located in each of the project schools.

Activities: Letters were sent to publishers and school supply companies in order to obtain catalogs containing Career Education materials. Several salesmen presented their career materials to the Career Education presented their career materials to the Career Education personnel for consideration. Other sources of materials were acquired from existing Career Education programs. From these sources many different materials were received and previewed for possible placement in the materials centers.

Outcomes: Materials were selected, purchased, and placed in material centers in each of the project schools for use by the teachers and students.

Objectives: To develop methods of integrating career information into the existing curriculum.

Activities: Sessions were held with the classroom teachers, counselors and principals in order to disseminate information and to establish the procedure for developing materials containing career information relating to a given lesson.

Outcomes: As a result of sessions held with the classroom teachers, counselors, and principals, it was determined that the classroom teacher would include career information wherever the materials would enrich the lesson, without distracting from the lesson content. Also, a lesson plan outline was developed to aid the teacher in planning the information to be taught through a given lesson. An instrument was developed and attached to the lesson plan outline for teachers to evaluate the effectiveness of the lesson. (See lesson plan outline and lesson evaluation)

Objectives: To begin career activities in the classrooms.

Activities: Planning with teachers on an individual basis was begun. The Career Education personnel researched and gathered materials that were placed in the material centers to be used in the teachers' given lessons. Field trips were planned and speakers from various occupations were invited to participate. A teachers guide to career awarness in grades one through six has been recently completed by the Career Education staff.

Outcomes: Teachers began to integrate career information into their curriculum through planned lessons, speakers, field trips, and role playing. Through this incorporation children began to become aware of the world of work. (See lesson plan)

To date the teachers guide has not been presented to the faculties. However, it is the intentions of the staff to utilize this material at the beginning of the second semester as a part of the continuing in-service training. (See teachers guide)

Objectives: To distribute materials to other Career Education Programs.

Activities: Leflore County School District's distributed copies of the quarterly report to other schools in the state with a Career Education program.

Outcomes: Career Education programs will benefit from a study of materials developed by the different Career Education programs in the state.

Objectives: To continue to review and select materials to be purchased and housed in a materials center located in each of the project schools.

Activities: Other Career Education programs were reviewed and ideas obtained from these programs were found to be beneficial to our program. Salesmen presented their Career Education materials to the Career Education personnel for consideration.

Outcomes: Materials were selected, purchased, and placed in the materials centers in each of the project schools for use by the teachers and students. (See material section)

Objectives: To conduct an evaluation of the program at the end of the first semester of study.

Activities: The Career Education personnel prepared and handed out to

the teachers an evaluation questionnaire at faculty meeting of the three project schools.

Outcomes: Faculty members answered the questionnaire and returned them to the Career Education teachers. The questionnaires were evaluated and the results are being used as a guide for improving the program in Leflore County. (See Data Collection)

Objectives: To further acquaint classroom teachers and counselors from each of the attendance centers with the Career Education program. (See Dissemination Section)

Activities: A continuous in-service training for the classroom teachers, counselors, and principals was conducted by the Career Education teachers.

Outcomes: As a result of the in-service training the classroom teachers, counselors, and principals developed an understanding of how the child could benefit from such a program.

Objectives: To continue to plan with individual teachers for a more involved career oriented program within the classroom, and to assist the teachers in securing and placing Career Education materials in the classroom.

Activities: Sessions were held with the classroom teachers, counselors, and principals to go over the lesson plan guide for combining Career Education materials with units of study.

Outcomes: Materials that would fit in with the topic of study in each classroom were placed at the disposal of the teachers. Lessons were carried out. (See Lesson Plans)

Objectives: To keep written records of career related instructional procedures being used in the classroom.

Activities: Lesson plans turned in by the classroom teachers were prepared for future use.

Outcomes: Lesson plans were put together in a plan-book style so other teachers could use the plans for future reference.

Objectives: To set up a resource file of local citizens available for strengthening the Career Education program.

Activities: A list of names of local citizens available to come to the schools was compiled from factories, businesses, and public relations officers of organizations.

Outcomes: A file box containing the names of the resource people from different occupation was made available for a quick reference so the teachers could invite a resource person to come to his class.

IV. SIGNIFICANT FINDINGS

It is felt that the program was handicapped from its inception due to the fact the fundings process was not completed until September. If possible the program should begin at least three months prior to its introduction into the classroom. During this three month planning period, materials can be previewed and purchased, activities organized, class outlines prepared and a pre-school program of in-service training conducted to thoroughly instruct the teaching personnel in techniques as well as philosophy of Career Education.

It is also felt that materials gathered from existing programs within the state and outside the state have been very useful in our efforts to implement a Career Education Program in the Leflore County School District.

It has been found that the teachers have benefited from the Curriculum Guide issued to the schools with a Career Education Program. Teachers have secured ideas for a Career Education topic in their lessons with this guide.

An evaluation of the Career Education Program gave the Career Education personnel an idea how the faculties of the schools with a Career Education program rated the program thus far for the school year. A copy of the questionnaire has been included in this report. (See Data Section)

The Career Education teachers found the "Special Week" observances were beneficial to developing units to include career information for example: Dental Health Week: Dentist, Dental Hygienist, Dental Technician.

PROBLEMS:

A major problem faced in the implementation of the Career Education project into the Leflore County Schools was the reluctance of many of the instructional personal to include career information into their lessons.

It is felt by the Career Education staff that this reluctance can be attributed to two reasons 1) the instructional staff had not received in-service training in the use of career education materials 2) adequate career information was not available at the beginning of school nor were supplemental materials.

The lack of in-service training and the lack of materials and information has greatly handicapped the program. Both of the situations stem from the fact that the funding process for the program was not completed until September negating the possibility of

mass pre-school in-service training and delayed the acquisitions of materials until October. The Leflore County School District feels that the funding should be made in June allowing three full months for planning of pre-school in-service training and acquisition of materials.

In order to handle the problem presently, the plan of the Career Education staff is to continue working with the personnel within the project schools in stressing the importance of career awareness. This will be done through individual and group planning session, informal conversations, and by showing a willingness to help those involved. Through these methods it is felt that the late implementation of the program can be overcome as the school year progresses.

Another problem which is being coped with is one involving transportation for field trips. Leflore County School District did not include in the initial budget funds for this type activity. The Career Education staff of Leflore County School District feels that new projects undergoing the funding process should include, in their budget, funds for this type of experience.

APPENDIX A

RESPONSIBILITIES OF PERSONNEL

RESPONSIBILITIES OF THE CAREER EDUCATION DIRECTOR

1. Assume the leadership for implementing career education concept into the curriculum.
2. Informing the administration how the concepts and objectives of the career centered curriculum are being carried out.
3. Maintaining good public relations.
4. Submitting progress reports to the state project director.
5. Assisting career coordinators in implementing the program in their respective segments of the program.
6. Arrange and coordinate career education in-service training.
7. Supervising the budget.
8. Supervising the ordering of materials.

RESPONSIBILITIES OF THE OCCUPATIONAL ORIENTATION TEACHERS

1. Cooperating with teachers in an effort to provide worthwhile activities of a career-centered nature which would add relevance to the academic program of study.

2. Coordinating career activities to prevent duplication.

3. Developing a time schedule in cooperation with each teacher whereby a planning session can be held on some regular basis.

4. Acting as a consultant upon whom the teachers may call for suggested career related activities.

5. Providing a prolific source of career materials through a well organized career resource center.

6. Surveying local career resource and arranging for utilization of these.

7. Acting as a source of referral for teachers who determine a definite area of career interest which needs to be explored by any one student or a group of students.

8. Maintaining a personal file on all career-centered curriculum students.

9. Working closely with the guidance counselor in administering tests for the purpose of self-analysis.

10. Keeping written records of career related instructional procedures being used in the classroom.

11. Assisting in conducting career education in-service training.

12. Communicating to the career educator how the concepts and objectives of the career-centered curriculum are being carried out in their respective segments of the program.

RESPONSIBILITIES OF THE COUNSELOR

1. Gathering data on students through a variety of tools and techniques such as interviewing, testing, case conference, etc., which would serve as a future reference in the career development process.

2. Coordinating this data and supervising its maintenance through cumulative records.

3. Counseling with pupils concerning education career plans.

4. Collecting, organizing, and maintaining information of an educational, vocational, or environmental nature.

5. Presenting this information to pupils through assemblies, homeroom programs, career conferences, college days and other group procedures.

6. Assisting in career in-service education of all staff members.

7. Serving in a public-relations capacity by maintaining close work relationships with various community agencies.

RESPONSIBILITIES OF THE TEACHER

1. Making every effort to understand the values and purposes of the program.

2. Cooperating with the administration and career staff in carrying out policies considered essential to the development of career education.

3. Exchanging information with collegues that would be helpful in meeting the objectives of the program, and which would help students make a better personal, social, or education adjustment.

4. Observing pupils in various activities in and out of the classroom, noting their patterns of behavior in group situation and becoming aware of their interests, attitudes, values, work habits, etc.

5. Recording behavior which they feel is a significiant indication of career choice to be filed for future reference during career counseling.

6. Instilling proper attitudes toward work and study.

7. Giving pupils individual assistance in making desirable social adjustments.

8. Becoming aware of careers related to the subject areas taught.

9. Creating methods of relating to and incorporating career information into subjects taught.

10. Creating in the students an awareness of possible careers in which they will be involved in the future.

11. Cooperating with occupational orientation teachers in planning career related activities to be implemented in the classroom.

12. Providing information that will help students to make appropriate educational and vocational choices.

13. Communicating to the occupational orientation teacher how the concepts and objectives of the career-centered curriculum are being carried out.

14. Referring students who show definite interests in specific career areas to the occupational orientation teacher and/or counselor for additional information.

RESPONSIBILITIES OF THE TEACHER AIDES

1. Type tests, handout materials, class records, correspondence, etc.
2. Duplicate materials as requested by teachers (spirit duplicating machine, mimeograph, etc.)
3. Record test marks and homework.
4. Monitor study activity based on standards established by the teachers.
5. Maintain inventory check on teaching materials and supplies.
6. Under direction of teachers organize and maintain files.
7. Accept telephone calls, take and deliver telephone messages for teachers.
8. Maintain orderly arrangement of classroom storage equipment and instructional material.
9. Be alert to and attend needs for tidiness and readiness of classroom for desirable learning environment.
10. Transfer appropriate anecdotal information from office records to student cards.
11. Keep attendance records.
12. Monitor groups on field trips, assembly programs, etc.
13. Monitor make-up tests.
14. Distribute and collect student materials (health cards, etc.)
15. Handle routine interruptions, i.e., notes from other teachers, messages etc.
16. Assist students in preparation of builetin board displays.
17. Fill in appropriate information on report cards, failure notices, letters to parents, etc.
18. Handle make-up work and tests for absentees.
19. Operate audio-visual equipment and materials.
20. Prepare visual materials for instruction as determined by teachers.
21. Carry out other assignments of a similar nature as requested by teachers.

APPENDIX - B

SAMPLES OF CAREER ACTIVITIES

SAMPLE OF LESSON PLAN OUTLINE AND LESSON EVALUATION:

GRADE LEVEL_____ SCHOOL_____

TEACHER_____ SUBJECT AREA_____

I. LESSON TITLE:

II. PRE-PLANNING:

III. OBJECTIVES:

IV. TEACHING PROCEDURES AND ACTIVITIES:

V. CORRELATED SUBJECT AREAS: LIST ANY CAREERS BROUGHT OUT IN THE LESSON:

VI. VOCABULARY:

VII. TEACHING AIDS:

VIII: TEACHER'S EVALUATION:

A. Did the career information apply to the suggested subject area?

( ) VERY LITTLE ( ) MODERATELY ( ) EXTENSIVELY

B. Was the career information suitable for this grade level?

To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE ( ) MODERATELY ( ) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?

E. Could you suggest additional resource materials for this activity?

If yes, please list below.

F. Did the career related instruction stimulate student interest?

GRADE LEVEL First SCHOOL L.S. Rogers

TEACHER Mrs. Miller SUBJECT AREA Health

I. LESSON TITLE:
All About Me

II. PRE-PLANNING:
1. Cover mirror with paper so that only the child's face can be seen.
2. Prepare questions to ask children.

III. OBJECTIVES:
1. To make pupils aware of themselves and their appearance.
2. To encourage pupils to use their imaginations.
3. To help pupils stimulate an interest in themselves.
4. To stimulate an interest in personal cleanliness.

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. To make pupils aware of themselves, the teacher will let each pupil go to the mirror and answer the following questions.
   a. What do I see?
   b. What is it I cannot see?
   c. What do I wish to see?
2. On the second day of the unit a ditto sheet will be passed to the pupils to draw themselves, their home, pet and toys.
3. On the third day pupils will examine themselves for cleanliness: nails, socks, clothes, etc., and a review will be held to see if pupils comprehended what was discussed.
4. Pupils also will tell what they would like to be when they grow up.
   "I want to be a teacher."
   "I want to be a mother."
   "I want to be a doctor."
   "I want to be a school bus driver."
   and others.....

V. CORRELATED SUBJECT AREAS:
Art
Reading
Language Arts

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Teacher
Housewife
Doctor
School Bus Driver

VI. VOCABULARY:

cleanliness
personality
facial expression
mirror

VII. TEACHING AIDS:

pencils
colors
mirror

VIII: TEACHER'S EVALUATION:

A. Did the career information apply to the suggested subject area?

( ) VERY LITTLE ( ) MODERATELY (x) EXTENSIVELY

B. Was the career information suitable for this grade level?
YES

C. To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE (x) MODERATELY ( ) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?
A longer unit

E. Could you suggest additional resource materials for this activity?
YES
If yes, please list below.
Let the children make up games about themselves

F. Did the career related instruction stimulate student interest?
YES

GRADE LEVEL First SCHOOL L.S. Rogers

TEACHER Mrs. Miller SUBJECT AREA Social Studies and Health

I. LESSON TITLE:

Safety

II. PRE-PLANNING:

Preview films on Safety, gather materials to be used in making a scrap book on safety.

III. OBJECTIVES:

1. To help the pupils become aware of their role in promoting safety for themselves and for others.
2. To make pupils sensitive to areas and activities in which carelessness may result in disaster.
3. To inform pupils of various good health and safety habits at home, school, playground.

IV. TEACHING PROCEDURES AND ACTIVITIES:

1. Discuss the definition of the word "safety".
2. Discuss the proper use of playground equipment.
3. Show and discuss film-Safety on the Playground.
4. Show and discuss film-Safety to and From School.
5. Center safety at home discussion around hazardous medicines and danger symbols.
6. Show and discuss pictures of road signs.
7. Have children gather pictures depicting safety. at home, on the playground, and on the road.
8. Make a scrap book on safety.

V. CORRELATED SUBJECT AREAS:

Social Studies
health
Art

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:

Policeman
Nurse
Doctor
Bus Driver
Truck Driver

VI. VOCABULARY:

carelessness	hazards	health
carefulness	danger	symbols (poison markings)

VII. TEACHING AIDS:

Textbook-----Health and Safety Pictures
Scrapbook
Film-Safety to and From School
Film-Safety on the Playground

VIII: TEACHER'S EVALUATION:

A. Did the career information apply to the suggested subject area?

( ) VERY LITTLE ( ) MODERATELY (X) EXTENSIVELY

B. Was the career information suitable for this grade level?

YES

C. To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE ( ) MODERATELY (X) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?

NONE

E. Could you suggest additional resource materials for this activity?
YES
If yes, please list below.
More filmstrips, a visit from a pharmacist to discuss medicine and the danger in it.

F. Did the career related instruction stimulate student interest?

YES

GRADE LEVEL First SCHOOL East Elementary

TEACHER Mrs. Aust SUBJECT AREA Reading

I. LESSON TITLE:

Community Helpers

II. PRE-PLANNING:

Preview activity cards, people cards, and filmstrips on community helpers.

III. OBJECTIVES:

1. To help students become aware of jobs done at home.
2. To help students recognize community helpers, and know about their jobs.

IV. TEACHING PROCEDURES AND ACTIVITIES:

1. Hold up one activity card at a time and discuss what the person is doing. Line up the cards and review them.
2. Sing the song "This is the way" using the activity cards act out the verses.
3. Present the community helpers card and explain, that these are pictures of people who help us. We will talk about how their jobs help us.
4. Show one card at a time and let volunteers name them and discuss what they do.
5. Place the cards in a line so students can see them.
6. Ask these riddles to the class, then repeat by asking individuals .
   1. He helps sick people get well, he is a _____?(doctor)
   2. He fights for his country; he is a _____.(soldier)
   3. He puts out fires; he is a _____. (fireman)
   4. He picks up trash; he is a _____. (garbageman)
   5. He fixes our teeth; he is a _____. (dentist)
   6. He puts gas in our car; he is a _____.(gas station attendant)
   7. He brings the mail; he is a _____. (mailman)
   8. He tells us when to cross the street; he is a _____.(policeman)
   9. He delivers something that is good for our teeth; he is a _____.(milkman)
   10. He builds houses; he is a _____. (carpenter)
   11. She sells things in a store, she is a _____.(clerk)

V. CORRELATED SUBJECT AREAS:

Music

Language Arts

Reading

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:

Fireman
Garbage Man
Dentist
Mailman
Policeman
Doctor
Clerk
Many others

VI. VOCABULARY:
Community

VII. TEACHING AIDS:
Activity cards, People cards, filmstrips on Community Helpers.

VIII: TEACHER'S EVALUATION:

A. Did the career information apply to the suggested subject area?

( ) VERY LITTLE ( ) MODERATELY (x) EXTENSIVELY

B. Was the career information suitable for this grade level?
YES

C. To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE ( ) MODERATELY (x) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?
Invite several of our community helpers to talk about their jobs in the community.

E. Could you suggest additional resource materials for this activity?

If yes, please list below.

F. Did the career related instruction stimulate student interest?
YES

GRADE LEVEL First, Special Ed. SCHOOL L. S. Rogers

TEACHER Hilliard, Paul SUBJECT AREA Reading

I. LESSON TITLE:
Fire Prevention

II. PRE-PLANNING:
1. Talk with Principal, Teachers about Fire Prevention week.
2. Contact Fire Department to see if possible to get a fire truck to come to the school so all children in Rogers school could see it.
3. Arrange with Principal plans for a fire drill and fire truck's visit.

III. OBJECTIVES:
1. To show children what jobs there are in connection with a fire truck.
2. To give the children an opportunity to ask questions of fireman.
3. To show children different ways to fight fires:
   a. foam us used at airports
   b. helicopters fly over tall building
   c. boat fires are put out by fire boats

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. Discuss causes of fires. Ask the following questions:
   a. How do fires start and how they can be put out?
   b. What do you do when a fire is discovered?
   c. Who do you call when you discover a fire?
   d. Where is the fire department in you town located?
   e. Who works on the fire truck? (In Itta Bena, there is a volunteer fire department with one paid employee. It is good to discuss the difference in a volunteer department and one hired by the city.)
   f. Where does the water come from that is used to put out a fire?
2. Firemen will tell the children about the duties of the various jobs on the truck.
3. Make fire hats from red posterboard at the end of the day.
4. Use teaching aids to enforce discussion.
5. Discuss with the children their role in preventing fires.

V. CORRELATED SUBJECT AREAS:
Art-Making Firehats
Reading

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Driver
Hosemen
Captain
Fire Chief

VI. VOCABULARY:

truckmen alarm engine scene of fire hose nozzle
fire station fire hydrant volunteers equipment asbestos suit

VII. TEACHING AIDS:

Singer-picture story prints SP-120-Fire Department Helpers
Books-I Want to be a Firemen
Friendly Helpers About Town

VIII: TEACHER'S EVALUATION:

A. Did the career information apply to the suggested subject area?

( ) VERY LITTLE ( ) MODERATELY (x) EXTENSIVELY

B. Was the career information suitable for this grade level?

YES

C. To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE ( ) MODERATELY (x) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?

NONE

E. Could you suggest additional resource materials for this activity?
YES
If yes, please list below.
If the children could visit a fire station and see the actual situation at the station it would be more meaningful to their discussion.

F. Did the career related instruction stimulate student interest?
YES

GRADE LEVEL First SCHOOL L. S. Rogers

TEACHER Mrs. Miller SUBJECT AREA Social Studies

I. LESSON TITLE:
Transportation

II. PRE-PLANNING:
Consult with the Career Education Teacher and the Tools and Materials Specialist in order to carry out a "hands on approach" to learning about transportation.

III. OBJECTIVES:
1. To acquaint pupils with models of transportation-air, water and land.
2. To give "hands on" experiences with common hand tools in constructing models of different modes of transportation.
3. To help the children understand the importance of the different modes of transportation.

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. Discuss the different modes of transportation. (land, air, water)
2. Have children decide in which area they wish to construct a model.
3. Show filmstrip on transportation.
4. Plan with the children and the Tools and Material Specialist, the construction procedures involved in building the models.
5. Get materials required for construction from the Tools and Material Specialist.
6. Construct the models with the aid of the Tools and Materials Specialist.
7. After the models are built allow each group to explain the use of their models of the different modes of transportation.

V. CORRELATED SUBJECT AREAS:
Reading
Social Studies
Math

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Train Workers
Airplane Pilots
Airport Workers
Truck Driver
Boat Workers
Bus Driver

VI. VOCABULARY:

ship	airplane	train	nail	hammer	sandpaper
boat	airport	handsaw	glue	paint	rule
file	measure				

VII. TEACHING AIDS:

Wood — Tools from tool panel
Sandpaper — Filmstrip-Safety on the School Bus
Models built by the students
Transportation cards

VIII: TEACHER'S EVALUATION:

A. Did the career information apply to the suggested subject area?

( ) VERY LITTLE ( ) MODERATELY (x) EXTENSIVELY

B. Was the career information suitable for this grade level?

Children had difficulty in carving out sawing operations.

C. To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE ( ) MODERATELY (x) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?
NONE

E. Could you suggest additional resource materials for this activity?
YES
If yes, please list below.
More films or filmstrips on transportation. Field trips to transportation or shipping centers.

F. Did the career related instruction stimulate student interest?
YES

GRADE LEVEL First grade SCHOOL East

TEACHER Ashley SUBJECT AREA Guidance

I. LESSON TITLE:
The Self as Perceived by the Child

II. PRE-PLANNING:
1. Study teacher's guide
2. Listen to record used for motivation of thoughts of the children "Learning in the Park".
3. Gather sheets for drawing.

III. OBJECTIVES:

1. The students should learn to be realistic about themselves-how they look and be proud of it.

IV. TEACHING PROCEDURES AND ACTIVITIES:

1. Listen to record
2. Talk about their physical features.
3. Feel facial features.
4. Let students draw themselves.
5. Let students fill out information sheets about themselves.

V. CORRELATED SUBJECT AREAS:

Guidance
Art

LIST ANY CAREERS BROUCHT OUT IN THE LESSON:

Students suggested careers they thought fit them.
1. Chef
2. Nurse
3. Pilot

VI. VOCABULARY:

facial
physical
features

VII. TEACHING AIDS:

1. record
2. mimeographed sheets
3. pencils and colors

VIII: TEACHER'S EVALUATION:

A. Did the career information apply to the suggested subject area?

( ) VERY LITTLE ( ) MODERATELY (x) EXTENSIVELY

B. Was the career information suitable for this grade level?
Yes

C. To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE ( ) MODERATELY (x) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?

E. Could you suggest additional resource materials for this activity?
No
If yes, please list below.

F. Did the career-related instruction stimulate student interest?
Yes

A LOOK AT MYSELF

My name is_____

I live at_____

My telephone number is_____

MY FAMILY AND HOME

I have_____brothers and_____sisters.

Their names are_____

My mother works at_____

My father works at_____

At home I like to:

_____work in the yard
_____help mother with her work
_____watch T.V.
_____play with other children
_____have my friends over

MY FRIENDS

My special friends are_____

We like to play_____

MY SCHOOL

The name of my school is_____

I am in the _____grade.

The things I like best at school are_____

The things I like least at school are_____

I do_____or do not_____ go to Sunday School.

MY HOBBIES AND INTERESTS

I have a pet_____named_____

I like to read about_____

My favorite comic book is_____

I like these "funnies" best in the newspaper_____
_____,_____,_____

I like to collect_____

My favorite T.V. programs are_____,_____,
_____,_____,_____,_____

My favorite sports are_____,_____,_____

When I grow up I want to be _____

Other things I want to tell about myself are_____

_____

_____

_____.

GRADE LEVEL 1-4 SCHOOL East

TEACHER Ashley SUBJECT AREA Guidance

I. LESSON TITLE: Physical Attributes of Self

II. PRE-PLANNING:
1. Study the manual- SRA Focus on Self Development- Stage One
2. Preview filmstrips, records.
3. Plan question for follow-up

III. OBJECTIVES:
1. The child should become aware of his unique physical being.
2. The child should learn to accept and understand himself as a unique person.
3. The child should learn to accept others.

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. Show filmstrips "I Wonder" as an introduction and use record that accompanies the filmstrip.
2. Allow discussion of each picture on filmstrip.
3. Listen to record of "Cindy and The Elf" (this filmstrip relates the differences between people and elves.)
4. Play games of describing a friend- not looking at them.
5. Play game with a person blindfolded, feeling a friend's head and guessing who he is.

V. CORRELATED SUBJECT AREAS:

Guidance

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:

Jobs their parents performed.

Teacher
Nurse
Secretary
Farmer
Factory Worker

VI. VOCABULARY: Unique, self- awareness, wonder

VII. TEACHING AIDS:

1. Library book- The Smallest Boy in the Class
2. Filmstrip - I Wonder with accompanying record.
3. Record "Cindy and the Elf"
4. Photoboards showing people with different physical beings.

VIII: TEACHER'S EVALUATION:

A. Did the career information apply to the suggested subject area?

( ) VERY LITTLE ( ) MODERATELY (X) EXTENSIVELY

B. Was the career information suitable for this grade level?

Yes

C. To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE ( ) MODERATELY (X) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?
I wish for conveniences that the materials were on tape instead of records. A rolling cart would nive to carry materials from room to room.

E. Could you suggest additional resource materials for this activity?

If yes, please list below.

No

F. Did the career related instruction stimulate student interest?

Definitely!

GRADE LEVEL 2nd SCHOOL Sunnyside

TEACHER Martha Whirl SUBJECT AREA Social Studies

I. LESSON TITLE:

"Community Workers- The Postman"

II. PRE-PLANNING:

Contact the Post Office before the field trip.

III. OBJECTIVES:

1. To help the students realize we depend on the postman every day and why we need the postman.
2. To help the students realize that the postman is a very important community helper.
3. The student will become familiar with the duties of other people who help run the post office.

IV. TEACHING PROCEDURES AND ACTIVITIES:

1. Read stories relating to postmen. Use the book "I Want To Be A Postman"
2. Use picture story prints.
3. Show film- The Mailman and Helpers Who Come to Our House
4. Construct a post office (with the aid of industrial arts teacher).
5. Let children take turns playing postman.
6. Pupils mailed Valentine cards to each other.
7. Visit Greenwood Post Office.
8. Let children draw pictures of what they saw at the post office.
9. Make a bulletin board of pictures relating to postman, mailbag, mailtruck, post office, letters.

V. CORRELATED SUBJECT AREAS:

Reading
Mathematics
Social Studies

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:

Postman

VI. VOCABULARY:

Relay Station	Special Delivery	Registered Mail
Mail Man	Parcel Post	Sorting
Air Mail	Dead Mail Office	

VII. TEACHING AIDS:

World Book Encyclopedia
PEOPLE WE KNOW-Postman Picture Study Prints
I WANT TO BE A POSTMAN- Children's Press

Filmstrip:
The Mailman and Helpers Who Come to Our Home

VIII: TEACHER'S EVALUATION:

A. Did the career information apply to the suggested subject area?

( ) VERY LITTLE ( ) MODERATELY (X) EXTENSIVELY

B. Was the career information suitable for this grade level?

Yes

C. To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE ( ) MODERATELY (X) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?

E. Could you suggest additional resource materials for this activity?

If yes, please list below.

F. Did the career related instruction stimulate student interest?

Extensively, all of the children love the unit.

GRADE LEVEL Second SCHOOL East

TEACHER Mrs. Downs SUBJECT AREA Social Studies

I. LESSON TITLE:

When I Grow Up, I Want to Be.....

II. PRE-PLANNING:

III. OBJECTIVES:

1. To develop oral expression and language through students participation.

2. To relate the various careers opportunities by letting students tell future occupations and informing them of unfamiliar ones.

IV. TEACHING PROCEDURES AND ACTIVITIES:

A. Raise the following question: What do you want to be when you grow up?

B. Let individuals come forward and dress the flannel boy or girl into occupation uniform.

C. Let students tell what responsibilities come with their future profession.

D. Show them the "I Want to Be" books and allow the students to look at and read them.

E. Conclude with facts about the wide range of job opportunities the world has to offer individuals.

V. CORRELATED SUBJECT AREAS:

Social Studies

LIST ANY CAREERS BROUGHT OUT IN THE LES:

Teacher	Fireman
Astronaut	Mother
Nurse	Ballerina
Race Driver	Animal Doctor

VI. VOCABULARY:

occupation
job opportunity

VII. TEACHING AIDS:

flannel board set
I Want to Be books

VIII: TEACHER'S EVALUATION:

A. Did the career information apply to the suggested subject area?

( ) VERY LITTLE ( ) MODERATELY (X) EXTENSIVELY

B. Was the career information suitable for this grade level?

YES

C. To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE ( ) MODERATELY (X) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?

NONE

E. Could you suggest additional resource materials for this activity?

YES

If yes, please list below.

Filmstrip or film relating to various job opportunities.

F. Did the career related instruction stimulate student interest?

YES

GRADE LEVEL Second

SCHOOL Sunnyside

TEACHER Miss Addison and Mrs. Hinton

SUBJECT AREA Social Studies

I. LESSON TITLE:

People Who Wear Uniforms

II. PRE-PLANNING:

Gather pictures of people in uniforms.

III. OBJECTIVES:

1. To become aware of people that work in uniforms to explore why people wear certain uniforms to learn that uniforms help identify the work people do.

IV. TEACHING PROCEDURES AND ACTIVITIES:

A. Explain the word uniform.

B. Show pictures of people wearing uniforms: a football player, nurse, fireman, policeman,etc.

C. Encourage the children to tell why the uniforms are different; to establish the purposes a uniform might serve in a particular kind of work.

D. Have the children bring pictures of people in uniforms.

E. Permit the children to select one picture of a person in a uniform, and write as much as possible about the persons job.

V. CORRELATED SUBJECT AREAS:

Social Studies

LIST ANY CAREERS BROUGHT OUT IN THE LESSO

Hospital worker
Fireman
Policeman and others

VI. VOCABULARY:

Uniform

VII. TEACHING AIDS:

Flannel board cut outs

VIII: TEACHER'S EVALUATION:

A. Did the career information apply to the suggested subject area?

( ) VERY LITTLE (x) MODERATELY ( ) EXTENSIVELY

B. Was the career information suitable for this grade level?

YES

C. To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE (x) MODERATELY ( ) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?

NONE

E. Could you suggest additional resource materials for this activity?

NONE
If yes, please list below.

F. Did the career related instruction stimulate student interest?

YES

TEACHER Mrs. Wells SUBJECT AREA Social Studies

I. LESSON TITLE:

Family Responsibilities

II. PRE-PLANNING:

This work is a continuation of the social studies material in the textbook.

III. OBJECTIVES:

1. To help the pupils understand their responsibilities to their family and their community.

2. To help pupils gain a better understanding about communities and neighborhoods.

IV. TEACHING PROCEDURES AND ACTIVITIES:

1. Introduce the unit to the class- "Making a New Community."
2. Read and discuss topics such as; "New neighbors and New Neighbors Working" together.
3. Introduce the filmstrip about Robert's Family and their neighbors to the class.
4. After seeing and hearing the filmstrip, discuss it in detail.
5. Make a list of the responsibilities we have to the community.

V. CORRELATED SUBJECT AREAS:

Language Arts
Social Studies
Reading

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:

Grocery Store Clerk
Salesman
Truck Driver

VI. VOCABULARY:

neighbor | neighborhood | community | responsibilities in neighborhood

VII. TEACHING AIDS:

Textbook: Living in American Yesterday and Today, Macmillan Company

Magazine Pictures

VIII: TEACHER'S EVALUATION:

A. Did the career information apply to the suggested subject area?

( ) VERY LITTLE ( ) MODERATELY (X) EXTENSIVELY

B. Was the career information suitable for this grade level?

Yes

C. To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE ( ) MODERATELY (X) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?

None

E. Could you suggest additional resource materials for this activity?

No

If yes, please list below.

F. Did the career related instruction stimulate student interest?

Yes

GRADE LEVEL 3 rd SCHOOL L. S. Rogers

TEACHER Sarah Moore SUBJECT AREA Health

I. LESSON TITLE:

Help to Prevent Cavities

II. PRE-PLANNING:

Gathered dental health education materials that would help pupils build good practices for care of teeth. Such reactions and opinions from teachers, school nurses, dental hygienist, etc.

III. OBJECTIVES:

1. To help pupils learn proper brushing of the teeth.
2. To teach the importance of brushing the teeth.
3. To teach the roll of food in dental health.
4. To teach the improtance of cleaning the teeth thoroughly.
5. To instill in the children an awareness of occupations in dental professions.

IV. TEACHING PROCEDURES AND ACTIVITIES:

1. Use of posters to illustrate teeth.
2. Show filmstrips.
3. Discussion
   a. primary teeth
   b. permanent teeth
   c. function of different types of teeth
   d. structure of teeth
   e. teeth decay
   f. malocclusion
   g. benefits of flouride in tooth paste. Make a tooth brush rack. Roll playing-Dentist-Nurse, carpenters.

V. CORRELATED SUBJECT AREAS:

Science & Health

LIST ANY CAREERS BROUGHT OUT IN THE LESSO

Visit of the Dental Hygienists and nurses discussing their careers with the students. Visit of the industrial art coordinators (helping students make a tooth brush rack).

VI. VOCABULARY:

Toothache
Cavities
Dental Hygienist
Dental Technician
Dentist

VII. TEACHING AIDS:

Singer, SCE "Neighborhood Friends and Helpers", Urban Life Study Prints
I Want to Be a Dentist, Children's Press.

VIII: TEACHER'S EVALUATION:

A. Did the career information apply to the suggested subject area?

( ) VERY LITTLE ( ) MODERATELY (X) EXTENSIVELY

B. Was the career information suitable for this grade level?

Yes

C. To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE ( ) MODERATELY (X) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?

None

E. Could you suggest additional resource materials for this activity?
No
If yes, please list below.

F. Did the career related instruction stimulate student interest?

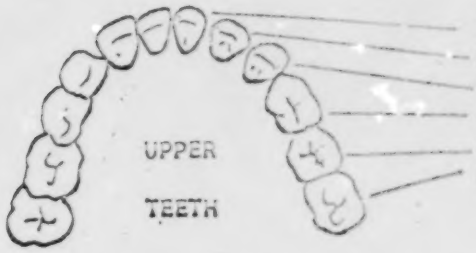
Yes

WHAT I SEE IN MY MOUTH

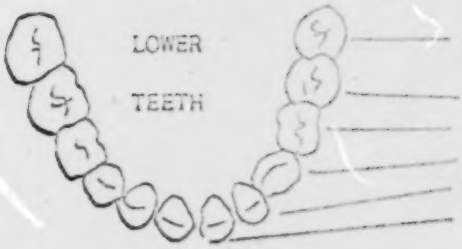
(Grades 1 - 3)

NAME _____ AGE _____ DATE _____

SCHOOL _____ TEACHER _____ GRADE _____



1. Incisor
2. Incisor
3. Cuspid
4. Primary Molar (or permanent bicuspid)
5. Primary Molar (or permanent bicuspid)
6. First permanent molar (also called 6-year molar)



6. First permanent molar (also called 6-year molar)
5. Primary Molar (or permanent bicuspid)
4. Primary Molar (or permanent bicuspid)
3. Cuspid
2. Incisor
1. Incisor

CODE:

Circle permanent teeth with yellow crayon

Circle primary teeth with blue crayon

Mark X in spaces where there are no teeth

Mark D on decayed teeth

Mark F on filled teeth

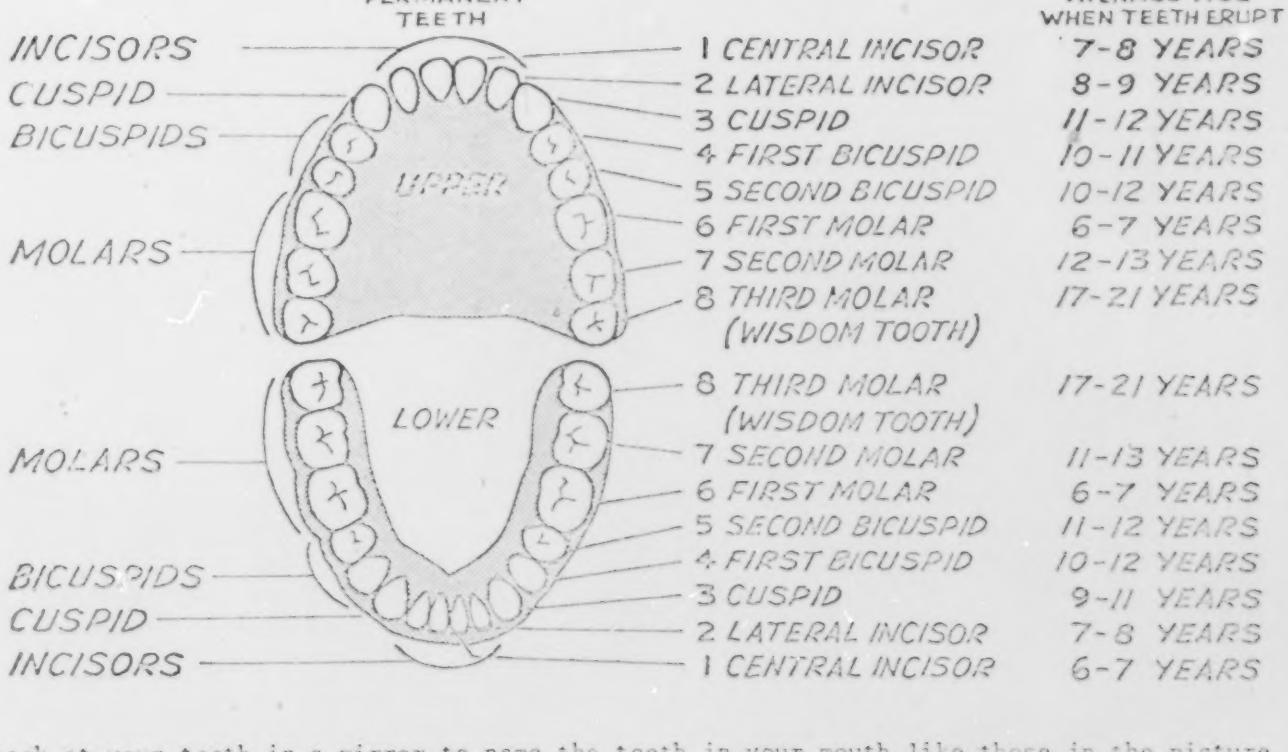
Count permanent teeth present _____

Count primary teeth present _____

CHECK ONE ANSWER:	YES	NO
Teeth are clean	___	___
Teeth are stained	___	___

Miss Marie Rutledge
Dental Health Consultant
Mississippi State Board of Health
Box 522
Greenwood, Mississippi 38930

WHAT I SEE IN MY MOUTH



Look at your teeth in a mirror to name the teeth in your mouth like those in the picture,

FILL IN BLANKS:

I have _____ lower teeth
I have _____ upper teeth
I have _____ spaces where teeth are missing

MARK ON THE TEETH IN THE PICTURE:

D - where your teeth are decayed
F - where your teeth have fillings
X - where teeth are missing

NAME _____

DATE _____

GRADE LEVEL Fourth SCHOOL L.S. Rogers

TEACHER Mrs. Barner SUBJECT AREA Science

I. LESSON TITLE:
Needs For Food

II. PRE-PLANNING:
This work is a continuation of the science material in the textbook.

III. OBJECTIVES:

1. To show children where bread came from and how it is processed.
2. To show children how their foods are protected from bacteria and how the food is kept fresh.
3. To discuss what people are involved in getting bread to us.

IV. TEACHING PROCEDURES AND ACTIVITIES:

A. Textbook lesson.

B. The children will take a loaf of bread and let it get old to show mold.

C. The teacher will show a filmstrip "How We Get Bread" to acquaint the children with the many people involved in getting bread from bakery to store to home.

V. CORRELATED SUBJECT AREAS:
Health

LIST ANY CAREERS BROUGHT OUT IN THE LESSO
Baker
Farmer
Cattleman
Grocer

VI. VOCABULARY:

poultry
bacteria
bakery
dough

VII. TEACHING AIDS:

"The Foods We Eat" Singer SVE-sound filmstrip

VIII: TEACHER'S EVALUATION:

A. Did the career information apply to the suggested subject area?

( ) VERY LITTLE (X) MODERATELY ( ) EXTENSIVELY

B. Was the career information suitable for this grade level?
YES

C. To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE (X) MODERATELY ( ) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?

More filmstrips

E. Could you suggest additional resource materials for this activity?

If yes, please list below.

F. Did the career related instruction stimulate student interest?
YES

GRADE LEVEL Fourth SCHOOL East

TEACHER Mrs. Wicks SUBJECT AREA Health

I. LESSON TITLE:

The Teeth

II. PRE-PLANNING:

Contact dental hygienist.
Get material to be presented to children.

III. OBJECTIVES:

1. To learn what the teeth are made of, the important jobs they do and how they can best be cared for.

2. To help the students become aware that dentists contributes to the well being of our society through the work he does.

3. To show the importance of dental hygiene in self improvement.

IV. TEACHING PROCEDURES AND ACTIVITIES:

A. Group students: Give each group an opportunity to discuss topics chosen from "Health and Growth", Scott Foresman and Company textbook.

B. Present a play to other classes in the school, title, Dorothy and the Dentist and The Tooth Ache Mystery.

C. Use the poster peope we know "The Dentist" to help the students get a better understanding of the dentist job.

D. How the Dental Hygienist talk to the class about her job and how the students can help her. (take better care of their teeth)

E. Allow time for each child to discuss his or her experiences at the dentist.

F. Make an attractive bulletin about the dentist and his helper the dental hygienist.

G. Have the students bring pictures to make a book about dentistry which will include new equipment used in detecting dental problems.

V. CORRELATED SUBJECT AREAS:

Health
Science
Art

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:

Dentist
Dental Hygienist

VI. VOCABULARY:

Denistry
Dental Hygienist
Dental floss
enamel

VII. TEACHING AIDS:

I Want to Be a Dentist: Children's Press
People We Know-"Dentist" picture set.
Health and Growth; Scott Foresman and Company

VIII: TEACHER'S EVALUATION:

A. Did the career information apply to the suggested subject area?

( ) VERY LITTLE ( ) MODERATELY ( ) EXTENSIVELY

B. Was the career information suitable for this grade level?

YES

C. To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE (x) MODERATELY ( ) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?
Have a resource person (a dentist) discuss dentistry with children.

E. Could you suggest additional resource materials for this activity?

If yes, please list below.

F. Did the career related instruction stimulate student interest?
YES

GRADE LEVEL 5, 6

TEACHER All Intermediate Teachers SUBJECT AREA

I. LESSON TITLE:

II. PRE-PLANNING:

Intermediate teachers will meet with Career Education teacher to make plans for Negro History Week.

III. OBJECTIVES:

1. To make pupils aware of prominent Negro citizens.
2. To help stimulate an interest in occupations of speakers.

IV. TEACHING PROCEDURES AND ACTIVITIES:

1. Have an assembly program so all intermediate teachers and students can meet vistors.
2. Have individual classrooms open for speakers to visit.
3. Students in homeroom will have opportunity to listen to speaker assigned to his classroom.

V. CORRELATED SUBJECT AREAS:

Language Arts

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:

1. Secretary
2. Art Co-ordinator
3. Upholsterer
4. Receptionist
5. Clerk
6. Accountant
7. Health Ed. Aide
8. Marine Recruiting Sgt.
9. Air Force ROTC Inst.
10. Employment Off. Employee

VI. VOCABULARY:

dictation	Health Dept.	IBM machine
Xeroc machine	D.O.T. (Dictionary of Occupational Titles)	Key Punch machine
ditto pad	Values	Typewriter
memo	Pride	sculpture
Training	Drill	Job Bank
		Health Education

VII. TEACHING AIDS:

VIII: TEACHER'S EVALUATION:

It is the opinion of the teachers that the speakers were all prepared to speak to the children on their various occupations. This applied to the field of Career Ed.

A. Did the career information apply to the suggested subject area? extensively.

( ) VERY LITTLE ( ) MODERATELY (X) EXTENSIVELY

B. Was the career information suitable for this grade level?

Yes

C. To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE ( ) MODERATELY (X) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?

E. Could you suggest additional resource materials for this activity?

If yes, please list below.

F. Did the career related instruction stimulate student interest?

Yes

GRADE LEVEL Fourth grade SCHOOL East

TEACHER Mrs. McFarland SUBJECT AREA Reading

I. LESSON TITLE:

"Abraham Lincoln" text pages 120-122, Our Country

II. PRE-PLANNING:

In presenting the lesson background information was obtained from the basic text, library books, "I Want to Be" series, S.R.A.-Our Working World, and teacher's previous experience on discussions of Abe Lincoln on other occasions.

III. OBJECTIVES:

1. To compare the types of homes of pioneer time with homes of the 21st century.

2. To discuss the different types of careers needed for the construction of a house.

IV. TEACHING PROCEDURES AND ACTIVITIES:

A. Teachers do guided reading on the story "Abraham Lincoln".

B. Pupils read silently and discuss story orally.

C. Emphasize on how the pioneers built their homes.

D. Pupils will make log cabins. Judges will select the best original cabins for first and second places. Awards will be given. Pictures will be made of the project.

V. CORRELATED SUBJECT AREAS:

Reading
Mathematics
Art

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:

Carpenters	Plumbers
Electricians	Brick layers
Painters	Architects

VI. VOCABULARY:

career occupations
pioneers

VII. TEACHING AIDS:

Basic text and pictures

VIII: TEACHER'S EVALUATION:

A. Did the career information apply to the suggested subject area?

( ) VERY LITTLE ( ) MODERATELY (x) EXTENSIVELY

B. Was the career information suitable for this grade level?

YES

C. To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE ( ) MODERATELY (x) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?

Motivation to arouse interest in the subject.

E. Could you suggest additional resource materials for this activity?

Yes
If yes, please list below.

Avisit to a historical museum.

F. Did the career related instruction stimulate student interest?

YES

GRADE LEVEL Fifth SCHOOL East Elementary

TEACHER Mrs. Cook SUBJECT AREA Mathematics

I. LESSON TITLE:

Metric Units of Length

II. PRE-PLANNING:

Study the unit and design problems for the students to complete.

III. OBJECTIVES:

1. To show that different people use the metric system.
2. To show the importance of the use of the metric system.

IV. TEACHING PROCEDURES AND ACTIVITIES:

1. Ask students: "Does anyone know a person that uses the metric system?" Discuss the answers.
2. Have students go into the community to find out who uses the metric system around them almost every day in their world of work.
3. Explain the meaning of Deci, Centi, and Milli.
   a. Deci means "one tenth"
   b. Centi means "one hundredth"
   c. Milli means "one thousanth"
4. Explain the table below and have children memorize it.
   1 decimeter (d m) = 1/10 meter (m)
   1 centimeter (c m) = 1/100 meter
   1 millimeter (m m) = 1/1000 meter
5. Have students complete the math activity below
   1. 1 m is _____dm (10)
   2. 1 cm is _____m (1/100)
   3. 1 m is _____cm (100)
   4. 1 cm is _____dm (1/10)
   5. 1 m is _____mm (1000)
   6. 1 cm is _____mm (10)
6. Ask students orally to complete the following:
   1. 5 d m is _____m (.5)
   2. 50 c m is _____m m (500)
   3. 10 d m is _____m m (1000)
   4. 200 m m is _____d m (2)
   5. 5 m is _____d m (50)
   6. 100 m m is _____m (.1)

V. CORRELATED SUBJECT AREAS:

Language Arts
Reading

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:

Doctors
Astronauts
Pharmacist
Physicist
Chemist
Astronomer
Mechanic

VI. VOCABULARY:

Metric Meter
Decimeter
Millimeter
Centimeter

VII. TEACHING AIDS:

1. pencils
2. paper
3. chalkboard

VIII: TEACHER'S EVALUATION:

A. Did the career information apply to the suggested subject area?

( ) VERY LITTLE (X) MODERATELY ( ) EXTENSIVELY

B. Was the career information suitable for this grade level?

No. The students could not comprehend some of the occupation mentioned.

C. To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE (X) MODERATELY ( ) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?

Ask someone in the community to visit the class to explain how he uses the metric system in his work.

E. Could you suggest additional resource materials for this activity?

If yes, please list below.

No

F. Did the career related instruction stimulate student interest?

Moderately

GRADE LEVEL SIXTH SCHOOL

TEACHER SUBJECT AREA LANGUAGE ARTS

I. LESSON TITLE:
Communicating the News

II. PRE-PLANNING:
Contact the Commonwealth Newspaper office to arrange a date for a writer to speak to the class and a field trip to the printing office.

III. OBJECTIVES:
1. To bring about an understanding of the role newspapers play in our society.
2. To introduce the various duties of people who work on a newspaper.
3. To bring about an understanding of what makes up a good news article.
4. To give the class an opportunity to write their own articles for a school newspaper.
5. To give the students an opportunity to see a newspaper being printed.

IV. TEACHING PROCEDURES AND ACTIVITES:
1. Explain the importance of communications and discuss the role of the newspaper.
2. Allow students to study the local newspaper and cut out articles on the following subjects:
   a. world news
   b. local news
   c. sports news
   d. comic strips
   e. advertisements
   f. news about plays, movies, T. V. and books
3. Allow time for the speaker from the newspaper office to speak to the class.
4. Visit the local newspaper office.
5. Discuss the variety of jobs seen by the students after the field trip.
6. Discuss methods of gathering information for the newspaper.
7. Permit students to interview each other and write articles according to news format.
8. Permit students to proofread articles written by the students in the class.

V. CORRELATED SUBJECT AREAS:

Social Studies
Art
Math

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:

Editor-in-Chief
News Editor
Sports Editor
Feature Editor
Literary Editor
Art Editor
Reporters
Production Manager

VI. VOCABULARY:

proofread	editorial	newsmagazines
advertisements	information	headlines
articles	manuscript	publication

VII. TEACHING AIDS:

VIII: TEACHER'S EVALUATION:

A. Did the career information apply to the suggested subject area?

( ) VERY LITTLE ( ) MODERATELY (X) EXTENSIVELY

B. Was the career information suitable for this grade level?
YES

C. To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE ( ) MODERATELY (X) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?
Allow time for students to publish a classroom newspaper.

E. Could you suggest additional resource materials for this activity?
Yes
If yes, please list below.
1. Secure newspapers from other locales.
2. Try to get a film on the newspaper.

F. Did the career related instruction stimulate student interest?
YES

GRADE LEVEL 6th SCHOOL L.S. ROGERS

TEACHER Mrs. Lofton
Mrs. Benford, Mrs. Wesley

SUBJECT AREA Social Studies

I. LESSON TITLE:
Jobs in City Government

II. PRE-PLANNING:
Meet with Career Education teacher to plan activities and contact visitors to participate in the activity.

III. OBJECTIVES:
1. To present jobs involved in a civic position
2. To learn where the offices are in the community the children studied.
3. To learn responsibilities of persons employed in the community.
4. To learn functions in the community.
5. To become aware of social responsibility of being a good citizen.
6. To teach citizenship by letting them practice being a good citizen and "role playing" as a job holder of the small community of "L.S. Rogers".

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. The day before the visitors are to come to speak to the children the classroom teachers will help the children make a list of questions they wish to ask the speakers.
2. The Mayor Pro Tempore and the City Clerk of Itta Bena, Miss. will come to the school and talk to the children about the jobs they hold in the community and to show, on the map, where their offices are located, and to answer any questions submitted by the children.
3. The children will elect "Councilmen" of the L.S. Rogers "Town".
4. The children will plan a skit to be presented to other members of their 6th grade social studies class.
5. The Director of the Office of Evaluation and Information will take pictures of the speakers at their meeting with the children and of the children performing their skit later in the week. These pictures along with an article about the activities will be sent to newspapers for publication. This article may be found in another section of this report.
6. The children with the help of their language arts teacher will write thank-you letters to the speakers.
7. After the visitors speak to the class, the children will write thank you letters to the visiting speakers with the help of their language arts teacher.

V. CORRELATED SUBJECT AREAS:
Language Arts

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Mayor
Mayor Pro Tempore
City Clerk
Board of Aldermen Members

VI. VOCABULARY:

City Government	Mayor	Mayor Pro Tempore
City Clerk	City Hall	Community
Board of Aldermen	Citizens	Citizenship

VII. TEACHING AIDS:

1. Pictures and article to be published in newspaper.
2. Speakers from town of Itta Bena, Mississippi.
3. Maps of Leflore County, Mississippi and Itta Bena, Mississippi.
4. Thank you notes written by children.
5. The script for the play "Our Town Helpers" written by the children after the election of "Councilmen.

VIII: TEACHER'S EVALUATION:

A. Did the career information apply to the suggested subject area?

( ) VERY LITTLE ( ) MODERATELY (x) EXTENSIVELY

B. Was the career information suitable for this grade level?
YES

C. To what extent were the career education objectives met in this lesson?

( ) VERY LITTLE (x) MODERATELY ( ) EXTENSIVELY

D. What additions or deletions would you suggest in the procedure column?
Have a day set aside to carry the children to the City Hall to visit and to observe the employees at work.

E. Could you suggest additional resource materials for this activity?
NONE

If yes, please list below.

F. Did the career related instruction stimulate student interest?
YES

APPENDIX - C

FIELD TRIP INFORMATION FORM

FIELD TRIP INFORMATION FORM

WHOM CONTACTED _____

DESTINATION _____

DATE OF FIELD _____

NUMBER OF STUDENTS _____

SUPERVISOR _____

TIME OF DEPARTURE _____

TIME OF RETURN _____

SAFETY COUNCIL FOR TRIP _____

PURPOSE OF TRIP _____

APPENDIX - D

PROGRAM EVALUATION

CAREER EDUCATION PROGRAM EVALUATION

	YES	NO
1. Do you understand fully the purpose of the Career Education program?	_____	_____
Comment:		
2. Is the Career Education program an asset to your teaching?	_____	_____
Please list strengths of the program.		
Please list weaknesses of the program.		
3. Have you used the services of the Career Education teacher?	_____	_____
If you answered yes, please comment on the usefulness of the planning session.		
If you answered no, please give reason or reasons why you have not used the services of the Career Education teacher.		
4. Have you tried to the fullest extent to work Career Education with you lessons?	_____	_____
Comment:		
5. Do you think the materials that have been purchased and placed in the materials center have been applicable to you teaching?	_____	_____
Comment:		

		YES	NO
6.	Do you think the students understand the perception of work as an important function of man?	___	___
	Comment:		
7.	Do you think the students have benefited from the Career Education program?	___	___
	Comment:		
8.	Have you taken time to explain to the students wholesome attitudes toward the world of work?	___	___
	Comment:		
9.	Can you suggest additional materials that might be purchased to more fully get across the Career Education concept?	___	___
	Comment:		
10.	Would you be willing for an out-of-town visitor to come into your classroom or school to view the Career Education program in action?	___	___
	Comment:		

APPENDIX - E

MATERIALS

PUBLISHING COMPANIES

AGS
Circle Pines, Minnesota

Allyn and Bacon, Inc.
Boston, Mass.

Bowmar
Glendale, California

Bruce Publishing Company
St. Paul, Minnesota

CCM: Standard School, Inc.
Birming, Alabama

Central School Supply
Jackson, Mississippi

Charles E. Merrill Publishing Co.
Columbus, Ohio

Children's Press
Chicago, Illinois

Coronet
Chicago, Illinois

Denison Library Book Service
Minneapolis, Minnesota'

Denoyer-Geppert
Chicago, Illinois

Educators Progress Service
Randolph, Wisconsin

Encyclopedia Britannica
Jackson, Mississippi

Eye-Gate House
Jamaica, N. Y.

Fearon Publishers
Belmont, California

Guidance Associates
Pleasantville, N. Y.

Herschel Smith Company
Jackson, Mississippi

Learning Corporation of America
Jackson, Mississippi

Martin School Supply
Jackson, Mississippi

McGraw-Hill Book Co.
New, N. Y.

Mississippi Library Supply Co.
Universal Education And Visual Arts
Jackson, Mississippi

Mississippi School Supply
Jackson, Mississippi

National Vocational Guidance Association
Washington, D.C.

Science Research Associates
Chicago, Illinois

Singer Company
Chicago, Illinois

Steck-Vaughn Company
Austin, Texas

Superintendent of Documents
U.S. Printing Office
Washington, D. C.

Troll Associates
Jackson, Mississippi

Yellow Pages of Learning Resources
MIT Press
Cambridge, Mass.

FILMSTRIPS

TITLE	COMPANY & ADDRESS	RANGE OF USEFULNESS

THE ADVENTURES OF THE LOLLIPOP DRAGON — Singer Co., Chicago, Ill. — Primary

A delightful series about a gentle green dragon who helps youngsters develop correct social attitudes and human values. An excellent way to instill awareness of others' rights and needs. In cooperation with Lollipop Dragon Productions, Inc.

1. How the Lollipop Dragon Got His Name
2. Working Together
3. Avoiding Litter
4. Care of Property
5. Taking Turns
6. Kindness to Animals

ROBERT AND HIS FAMILY — Singer Co., Chicago, Ill. — Primary

The story of a black family living in an urban area helps promote better understanding among racial and ethnic groups, provides a sense of identification for black children, and aids in development of positive attitudes.

1. Robert's Family at Home
2. Robert's Family and their Neighbors
3. Robert Goes Shopping
4. Robert and His Father Visit the Zoo

COMMUNITY WORKERS AND HELPERS — Singer Co., Chicago, Ill. — Primary

This sound filmstrip series portrays people in true-life situations as it takes youngsters into the inner workings of a typical community. Students learn about many types of work with which they may not be familiar-workers such as night watchmen, television directors, hospital orderlies, and many more. The series makes clear the inter-relationships that exist between workers in a community and the community itself.

1. School Workers

   Library Workers

   Doctor's Office Workers

   Supermarket Workers

2. Department Store Workers

   Hospital Workers

   Fire Department Workers

   Television Workers

THE FOODS WE EAT — Singer Co., Chicago, Ill. — Primary

These excellent new sound filmstrips explain in detail where different foods come from and help students understand the economics of production, distribution and consumption of foods. Provides an overview of the many types of workers involved in providing our food.

LEARNING TO LIVE WITH OTHERS — Singer Co., Chicago, Ill. — Primary-Intermediate

Delightful stories, featuring full-color photography and accompanying narration, emphasize the importance of basic life values, as applied to the individual. Students will readily identify with the everyday situations presented in the filmstrips. This series is especially designed to help children think for themselves-to feel and grow. Parents and the family unit are presented in a supporting role guiding children into discovering positive human values for themselves. The children in these filmstrips reflect a variety of ethnic and economic backgrounds. Excellent for social studies classes and for child guidance programs.

GROUP 1-

LEARNING TO BE YOUR BEST SELF

LEARNING ABOUT LISTENING

LEARNING WHAT GIVING IS ALL ABOUT

LEARNING TO BE RESPONSIBLE

GROUP 2-

LEARNING TO TRUST PEOPLE

LEARNING TO KEEP A PROMISE

LEARNING ABOUT PATIENCE

LEARNING TO FACE UP TO MISTAKES

CLOTHING AND SHELTER — Singer Co., Chicago, Ill. — Primary

This basic study gives young students a comprehensive introduction to facts about life s essentials. Original, full-color photographs and artwork, with accompanying captions, present the material clearly and concisely. Built-in utilization frames directed to the teacher, and other frames directed to students, establish the objectives of each filmstrip. New words are presented in introductory frames, and each filmstrip ends with a helpful utilization frame intended to stimulate a class discussion.

HOW WE GET OUR CLOTHING

The Story of Cotton

The Story of Wool

The Story of Leather

The Story of Rubber

HOW WE GET OUR HOMES

Planning the Home

Building the Foundation

Building the Shell

Finishing the Home

GETTING TO KNOW ME — Singer Co., Chicago, Ill. — Pre-Primary-Primary

This brightly animated full-color, sound filmstrip series encourages youngsters to think and talk about their rapidly developing self-images, to develop self-understanding and self-acceptance. The "characters" in the stories closely parallel the personality types found in every classroom; positive and negative self-images, aggressive and withdrawn behavior patterns outgoing and indwelling personalities. Young people will identify easily with relationships and experiences portrayed in the filmstrips.

Subjects are arranged to permit the teacher to lead a stimulating class discussion. Each filmstrip includes a study guide with complete script to aid in previewing and planning. This series is helpful in Social Studies, Physical Education, Language Arts, and Citizenship as well as for counseling sessions. Excellent correlation with THE CHILD AND HIS WORLD Innovation Records.

1. People are Like Rainbows
2. A Boat Named George
3. Listen! Jimmy!
4. Strike Three! You're In!

FOUNDATIONS FOR OCCUPATIONAL PLANNING — Singer Co., Chicago, Ill. — Intermediate-Jr. High

This meaningful set of captioned filmstrips aids the student in evaluating his own individual characteristics and relating them to the world of work. Helps him realize that he is important to society. Encourages him to pursue interests and hobbies as ways to enjoy himself while learning about his own potential, shows how he can think more intelligently about his future career by knowing about job families. Emphasizes relationship between possible careers and the amount of completed education. Author: Walter Lifton, Ph.D., Rochester, N.Y. Public Schools.

1. Who Are You?
2. What Do You Like To Do?
3. What Is A Job?
4. What Are Job Families?
5. What Good Is School?

WHAT JOBS ARE ALL ABOUT — Bowmar, Glendale, Calif. — Jr. High

A direction for tomorrow highlights those occupations attainable without a college degree and which can be learned through on-the-job training. These careers offer reward, recognition, and respect. The thirty-five careers presented in this series are covered under seven of the most critical occupational areas in modern industry.

Each kit contains an instructor's handbook, full-color sound filmstrips with cassettes, and 60 consumable student career survey sheets.

1. COMPASSION FOR PEOPLE
2. THE NATION'S BUILDERS
3. THE AGE OF ELECTRONICS
4. MAN HAS WINGS
5. CABBAGES TO KINGS AND VARIOUS THINGS
6. THE MONEY TREE
7. JOBS FOR THE NOW GENERATION

DOLLARS AND SENSE — Troll Assoc., Jackson, Miss. — 4th-6th grade level

This unit of sound filmstrips in color is designed to help children gain a better understanding of concepts relating to money and to simple economic principles and procedures.

1. HOW MONEY GOES ROUND AND ROUND

   DIFFERENT KINDS OF MONEY

2. HOW MONEY IS MADE

   HOW TAXES WORK

CLASSROOM JOURNEYS — Troll Assoc., Jackson, Miss. — Intermediate

This unit of color filmstrips enables children to go on field trips right in their own classrooms. Photographed on sight, and recorded with the assistance of important officials, these sound filmstrips offer stimulating insight into community life and relations.

1. A TRIP TO A FIRE STATION

   A TRIP TO A POLICE STATION

2. A TRIP TO A SEWAGE TREATMENT PLANT

   A TRIP TO AN ELECTRICAL POWER PLANT

3. A TRIP TO AN AIRPORT

   A TRIP TO A COURT

AMERICANS AT WORK — Troll Assoc., Jackson, Miss. — Primary Intermediate

WHY do people work? WHERE and HOW do people work? Here is a charming filmstrip to teach children simple economic relationships. They learn, for example, the interdependence of the farmer, grocer, and the consumer, and see how people do their jobs throughout America.

DEVELOPING GOOD WORK AND STUDY HABITS — Troll Assoc., Jackson, Miss. — 2nd-5th grade level

This filmstrip library helps children develop good habits and attitudes which will help them get along in school, work with others, and lead happy purposeful lives. Charming illustrations and easy-to-remember captions reveal the rules for good conduct, proper behavior and the meaning of good citizenship.

1. GROWING UP TO BE A GOOD CITIZEN
2. WHEN TO BE A LEADER, WHEN TO BE A FOLLOWER
3. RECOGNIZING INDIVIDUAL DIFFERENCES
4. A GOOD CITIZEN IN SCHOOL
5. BE A DANGER FIGHTER
6. A NEWCOMER COMES TO TOWN

THE WONDERFUL WORLD OF WORK — Denoyer-Geppert, Chicago, Illinois — k-3

12 full color sound filmstrips with teaching guides and cassettes.

Getting to Know the World of Work

The Newspaper Boy

The Junior Home-Maker

At Your Service

Electrical Servicers

Gas and Oil Servicers

Telephone Servicers

Mail Delivery

Dairy Product Delivery

Drug Store Workers

Super Market Workers

Service Station Workers

Neighborhoods MI12 (6 filmstrips-6 cassettes)
Workers Series MI68-8 filmstrips8 cassettes
Living On a Farm MI68-6 filmstrips-6 cassettes
Kit #80 Housing, Money, Personal Problems
Kit #11 Finding Work: How One Goes About It, What to Expect
Money, Checks and Banks
Understanding Your Relationship with others. (cassettes)
Fathers Work 136-Set of 6 captioned filmstrips-In Full Color.
Mothers Work too, 137-Set of 6 captioned filmstrips-Full Color.
A City is Many Things-139-Set of 5 captioned filmstrips.
Family Feelings-Harvey's Hideout 79-736944
Ronnie 76-736945
The Grown-Up Day 76-736946
Your Family Tree 70-736947
Grandparents are to Love 73-736948
Set of 5 filmstrips and 2 records.
Sometimes I feel-70-736939
74-736940
78-736941
71-736942
75-736943
Set of 5 filmstrips and 2 records
Set of 4 filmstrips and 2 cassettes LC-70-73-7857.

12 full color sound filmstrips with teaching guides and cassettes 4-6

What Else Do Fathers Do?

Just What Do Mothers Do?

It's In Your Hands

Home Economics

Electrical Workers

Gas and Oil Workers

Telephone Workers

Technical and Industrial Workers

Distributive Occupations

Office Occupations

Health Services

National Resources

DEVELOPING YOUR PERSONALITY — Encyclopedia Britannica, Jackson, Mississippi — Intermediate

These filmstrips are geared to the social behavior of 8 to 12 year olds, with self identification stressed for boys and girls in typical home-school situations. The series points out simple solutions to many problems young people have in common: why it's important to have more than one friend; how to make the most of being second best; why dependability pays; the penalities of daydreaming about past or present while today goes by. Collaborator: Margaret O'Brien, Ph.D., Northwestern University.

MY MOTHER HAS A JOB — Eye-Gate House, Jamaica, N.Y. — Primary Intermediate

What child has not wondered what type of work his mother performs outside of the home? These filmstrips will enlighten him as to job functions and surroundings of various professions in which many women engage today. We will see the ever-important role of women engaged in the thousands of factory occupations and other creative work throughout our country.

1. THE ADVERTISING AGENCY EXECUTIVE
2. THE RETAIL CLERK
3. THE NURSE
4. THE TEACHER
5. THE COMMERCIAL ARTIST
6. THE FACTORY WORKER

THW WORLD OF WORK: VOCATIONAL OPPORTUNITIES Eye-Gate House Jamaica, N.Y. Jr. High

This filmstrips series attempts to bridge the information gap between schools and the business community. It provides an indepth study of the world of work. Photography allows you to follow the workers in his day-to-day on the job experience.

1. WHAT IS YOUR FUTURE IN THE CHANGING WORLD OF WORK
2. RECEPTIONIST
3. AUTOMOBILE MECHANIC
4. TV AND RADIO REPAIR
5. TOOL AND DIE MAKER
6. ELECTRICIAN
7. SHEET METAL WORKER-BUILDING TRADES
8. AUTOMOTIVE SALES REPRESENTATIVE
9. COOK
10. DATA PROCESSING CLERK
11. SHEET METAL WORKER
12. MEDICAL ASSISTANT
13. REAL ESTATE SALES

OCCUPATIONAL EDUCATION Eye-Gate House, Jamaica, N.Y. Jr. High

Nine filmstrips dealing directly with the problem of helping the slow learner to contribute to the environment in which he will be living and working.

1. THE JOB INTERVIEW
2. STOCKER IN A SUPER-MARKET
3. THE WAITRESS
4. FIXING A FLAT TIRE
5. HOW TO USE YOUR CHECKBOOK
6. THE VARIETY STORE
7. THE SCHOOL CAFETERIA WORKERS
8. THE NURSES AID
9. THE GAS STATION ATTENDANT

ARE YOU LOOKING AHEAD? Eye-Gate House, Jamaica, N.Y. Jr. High

Ten filmstrips (captioned) presenting a preview of some of the interesting job opportunities available. Emphasis is placed on the qualifications needed to get and to hold a job.

1. HOW ABOUT BEING AN ELECTRONICS ASSEMBLER?
2. WOULD YOU LIKE TO SELL?
3. WANT TO WORK IN A LAUNDRY?
4. WOULD YOU LIKE HOSPITAL WORK?
5. DO YOU LIKE FLOWERS?
6. DO YOU LIKE SPORTS?
7. DO YOU LOVE ANIMALS?
8. HOW ABOUT OFFICE WORK?
9. HOW ABOUT BEING A KEY PUNCH OPERATOR?
10. WOULD YOU LIKE TO BE A CASHIER?

THE A.B.C.'S OF GETTING A JOB Eye-Gate House, Jamaica, N.Y. Jr. Hi.

Eight sound filmstrips which can be used in conjunction with vocational guidance, occupational education, basic adult education, and social studies. Includes a teacher's manual with six unit plans and one sample comprehensive final examination.

1. THE ABC'S OF GETTING AND KEEPING A JOB
2. PREPARING FOR THE JOB YOU WANT
3. APPLYING FOR THE JOB YOU WANT
4. ON THE JOB
5. BUDGETING YOUR MONEY
6. LABOR UNIONS
7. HEALTH RULES TO FOLLOW
8. QUIZSTRIP

JOBS IN HEALTH SERVICE Cornet, Chicago, Ill. Jr. High

Photographed on the job with a soundtrack in which each worker candidly talks about the nature of his work, its demands, and rewards. Shows technical skills and aptitudes required, responsibilities of each employee, and modern equipment used.

1. NURSE'S AIDE
2. OPTOMETRIC ASSISTANT
3. DENTAL ASSISTANT
4. MEDICAL PHOTOGRAPHER
5. MEDICAL LABORATORY ASSISTANT

6. OPTICAL TECHNICIAN

7. DENTAL LABORATORY TECHNICIAN

8. RADIOLOGY TECHNICIAN

LET'S EXPLORE THE CITY — Coronet, Chicago, Ill. — Primary

Children see the familiar and unfamiliar parts of a city-the activities in different areas, the people who live and work in them, the problems of traffic, pollution, housing and skyscraper "cities within a city".

1. DOWNTOWN

2. A MANUFACTURING AREA

3. THE WATERFRONT

4. AN OFFICE BUILDING

5. A WAREHOUSE AREA

6. A SHOPPING CENTER

PEOPLE WHO WORK IN SCIENCE — Guidance Associates, Pleasantville, N.Y.

Illustrates the enjoyment of inquiry and scientific method.

PEOPLE WHO HELP OTHERS — Guidance, Associates
Pleasantville, N.Y.

Explorers motivations and rewards which distinguish the lives of people who work in service professions and careers.

THE TROUBLE WITH TRUTH — Guidance Associates
Pleasantville, N.Y.

Part I-The boat's ready to sail. Patrick faces a decision. Should he truthfully report rules were broken thus causing the boatride to be cancelled? Or should he deny rules were broken so all can enjoy the day?

Part II-Dad forgot his wallet, but Debbie still deserves her birthday to the fair. To get in she need only say she is a year younger. Should she?

YOU PROMISED! — Guidance Associates
Pleasantville, N.Y.

Part I-Because she promised not to climb tall trees, Cathy can't save her kitten without going back on her word. Your kids decide what she should do.

Part II-Ben's promised a horseback ride to his city friend but Dad needs the horse for farm work. How important is a promise?

BUT IT ISN'T YOURS — Guidance Associates, Pleasantville, N.Y.

Part I-When does a lost dog become his finder's property?

Part II-After building a sled by hand, Frank discovers some of the materials were stolen by his friends. What is Frank's responsiblity?

WHAT DO YOU DO ABOUT RULES? — Guidance Associates, Pleasantville, N.Y. — Elementary

Part I-Super-hero Cheetah must decide between breaking his oath of secret identity-or going to jail for something he didn't do.

Part II-Only Cheetah can save the life of an injured worker, but to do so he must break a law. Should he?

WHY WORK AT ALL? — Guidance Associates, Pleasantville, N.Y.

Introduces three young people who discuss and debate their own feelings about job "satisfaction" material rewards, and the relationship of work to personal growth and development. Cast includes: Tom-working-class and money oriented; Ed-black and seeking self-expression in work; Jane-exploring the changing meaning of work for women, and the place of work in her own future; and a school counselor.

THE FOLLOWING IS A LIST OF MATERIALS AVAILIABLE TO THE CAREER EDUCATION TEACHERS FROM THE EDUCATIONAL MEDIA CATALOG. THE AVAILABLE FILMSTRIPS ARE HOUSED IN A CENTRAL LOCATION AT THE LEFLORE COUNTY EDUCATIONAL SERVICES BUILDING, HIGHWAY 82 WEST, GREENWOOD, MISSISSIPPI.

16 MM FILMS

Discovering Drawing and Painting — 3-103
10 minutes Color — Primary-Intermediate

Two small boys paint and draw everyday activities, in their own individual way. They will motivate young children to utilize personal experiences in drawing and painting.

Children Are Creative — 3-202
10 minutes Color — Primary-Intermediate

Demonstrates that the job of the teacher is to help stimulate and develop the creativity of a child, not by directing him in everything he does, but by providing a suitable environment to stimulate his imagination, increase his observation, and introduce him to new techniques and ideas.

How To Make Papier Mache Animals — 3-206
12 minutes Color — Primary-Intermediate

A simple approach to making Papier Mache. Paper strips are pasted over the form and then painted, decorate and shellacked. Many uses for animals are reviewed, such as for displays, mobiles, carnivals, decorations, and toys.

Helpers in Our Schools — 5-102
11 minutes Black & White — Primary-Intermediate

Who helps at school? Youngsters will get a new insight into their school community as they learn from seldom seen - members of the staff, such as the custodian and lunchroom cook, what they and others do on a typical school morning. The student learns that many helpers must work together to make the whole school runs smoothly.

Fun On The Playground — 5-202
11 minutes Black & White — Primary-Intermediate

Teaches the real benefits of fairness consideration and cooperation through activities children understand and enjoy.

Let's Share With Others — 5-20[illegible]
11 minutes Black & White — Primary-Intermediate

Outlining sharing skills, this film teaches a lesson in fair play, cooperation, thoughtfulness, and friendship. It includes dividing things, taking turns, sharing through words and expression.

How Billy Keeps Clean — 6-108
11 minutes Black & White — Primary

How can Billy play hard, yet keep himself clean and healthy? The film clearly shows how to wash hands, face, neck, ears and body; when to wash; and how keeping clean helps make a person better liked and healthier.

Tommy's Healthy Teeth — 6-112
11 minutes Black & White — Primary-Intermediate

Tommy discovers that different teeth do different jobs-like cutting, tearing, and grinding. When he visits Dr. Brown, he finds the dental office a very interesting place. He has a cavity filled, and learns that regular dental checkups are important to having healthy teeth.

Safety On the Playground — 6-205
16 minutes Color — Primary-Intermediate

This film helps to familiarize the child with his environment and that he must learn rules of safety and conduct to enable him to play safety. A visual presentation of some safety hazards encountered on the playground is shown.

Safety To and From School — 6-206
10 minutes Black & White — Primary-Intermediate

The safety practices are presented, in going to and from school in city and urban areas. It presents hazards of crossing streets through a series of circumstances.

Safety On the School Bus — 6-207
10 minutes Black & White — Primary-Intermediate

Designed to promote greater safety on the part of boys and girls who play on or near the street and those who walk along the streets and highways.

In Case of Fire — 6-208
20 minutes Color — Primary-Intermediate

Illustrates the way in which fire drill lessons can save lives in fire emergencies at school, at home, and in a crowded theater. Gives a complete demonstration of school fire drill procedures.

Newspaper Story — 8-342
17 minutes Black & White — Intermediate

Fred Meets A Bank
13½ minutes Black & White

16-104
Intermediate

Fred's trip to the bank...he learns about opening savings accounts, handling checking accounts, securing loans and other services a bank performs. Students see all departments, from safety deposit box rental, to the bookkeeping department.

Helpers At Our School
11 minutes Black & White

16-106
Primary

Youngsters will get a new insight into their community as they learn from seldom-seen members of the staff, such as the custodian and the lunchroom cook, as well as the principal and teachers. The student learns that many helpers must work together to make the whole school operate.

Helpers In Our Community
11 minutes Color

16-107
Primary

Students in one classroom discuss the different kinds of helpers in their community, they meet many of these interesting people and learn about the important work they do. The street repariman, the doctor, the storekeeper, the bus driver and others are represented. They see how all work together to make the community a good place in which to live.

Helpers Who Come To Our House
11 minutes Color

16-108
Primary

Joey learns that many people come to his house to provide services-the newspaper boy, the mailman, the milkman, the garbage man and others. In return for these services, the men are paid and therefore earn their living by being helpers to others.

Jimmy Visits The City
11 minutes Color

16-109
Primary

This film enriches an understanding of the city by visualizing some of its characteristic features. Children see tall office buildings, congested streets, apartment buildings, elevated trains, stores and escalators as they accompany Jimmy on his first trip to the city.

Stores In Our Community
11 minutes Black & White

16-115
Primary

Designed to increase the child's understanding of the relationship between stores and families in the community, and to give him general appreciation for services the stores provide. The film experience leads naturally to reading, arithmetic, storytelling, and other classroom activities.

Transportation By Ships
11 minutes Color

16-116
Primary-Intermediate

Passengers and freight are loaded, and a cruise that takes students from San Francisco to Hong Kong begins. The film shows the many special facilities on board ship.

What Is A Neighborhood?
11 minutes Black & White

16-118
Primary

Film shows what a neighborhood is; different neighborhoods; neighbor cooperation to make theirs a safer more attractive place to live.

What Our Town Does For Us
11 minutes Black & White

16-119
Primary

When Billy goes to his town hall to buy a bicycle tag, he sees the services provided the community by its government. Billy's tour shows how community governments are organized, and that taxes support the government.

Building A House

16-120

Shows the building of a house.

Communications for Beginners
11 minutes Black & White

16-125

Teaches the importance of everyday means of communication from the smoke signals of the Indians to the telegraph and modern devices of today.

The Community Bakery
11 minutes Color

16-126

Demonstrates the step-by step process of bread baking, including combining ingredients and packaging.

The Farmer
17 minutes Color

16-129

Shows one days work on a farm in the middle west. Includes milking, feeding chickens, harvesting oats, baling straw, and canning vegetables.

The Food Store
13 minutes Color

16-130

Jack and Ann help their mother with the Saturday marketing in the local self-service store. They see the different wholesalers supplying the local stores with dairy products, bakery goods, and prepared packaged foods.

George's New Suit 16-131

Follows George as he traces the processes by which wood, cotton, silk, nylon, leather, and rubber are manufactured into articles of clothing.

Good Citizens 16-133
11 minutes Color

Shows how children can display good citizenship at home, in school and in public places. Points out that good citizens help our community and country grow in strength and freedom.

Hawaii-USA 16-134
17 minutes Color

Shows Hawaii as a cluster of tropical islands and points out their physical and economical differences. From the Our World of the 60's series.

The Hospital 16-136
13 minutes Color

Shows that the hospital is equipped to function as a city within a city. Depicts the efficiency of the hospital staff as it ministers to its patients.

The Mailman 16-139
11 minutes Color Primary-Intermediate

The varied responsibilities of mailmen are shown. The film gives understanding of the vast transportation network required for efficient postal services and the ways in which these services affect our daily lives.

Milk 16-142
11 minutes Black & White Primary-Intermediate

Tells the story of milk from the modern dairy farm, with its loafing barns and immaculate milking parlors, to the milkman's daily delivery route. Shows how milk is processed, how it is tested, pasteurized, bottled and distributed.

Money And Its Uses 16-143
11 minutes Color Primary-Intermediate

Illustrates the uses and value of money to the individual and the community. Traces a single dollar bill through a series of simple business transactions.

Neighborhoods Are Different 16-144
11 minutes Color

Compare ways of living on a farm, in a small town, in a big city, and in a suburb by introducing four children from these neighborhoods, who tell about and show some of their typical homes, schools, and community activities.

The Policeman — 16-145
16 minutes Color — Primary-Intermediate

Focuses on accident investigation to illustrate the workings of the police in a metropolitan district. As they go about their daily duties the police are show to be determined investigators and protectors of the people.

Soviet Union: Land and the People — 18-176
16 minutes Black & White — Intermediate

Surveying the largest country in the world, the films show its great diversity, in land forms, climate and human activities.

Western Europe: An Introduction — 18-182
11 minutes Color — Intermediate

An introduction to the basic geographic, concepts of eleven countries in Western Europe; this film vividly presents the complexity of various uses of the land in relationship to the climate; and importance of manufacture and trade.

School for Ted — 16-147
11 minutes Color — Primary

Illustrates how pupils, parents, teachers, and staff members contribute to effective learning experiences in school by focusing on a day's activities in a first-grade classroom.

Why Fathers Work — 16-149
14 minutes Color — Primary

Young viewers met a working father, Edward Kimball, and see where he goes and what he does. They learn that as a structural ironworker, he performs only one of the many tasks involved in building a skyscraper.

Cities and Commerce — 17-104
8 minutes Color — Intermediate

This film explains where a family gets many of th goods and services it needs. Explains services brought to the home and the job of organizing and running a business so that a profit is made.

Cities and Communication — 17-105
8 minutes Color — Intermediate

Deals with the major ideas that every one has a need to send and receive information. The most widely used methods of communication among people is talking and

listening, use of the telephone, writing, papers, television, and radio.

Cities and Manufacturing — 17-109
9 minutes Color — Intermediate

Our modern world is based in large part upon our ability to produce goods and services that people want and need. The basic elements of production are RESOURCES, CAPITAL, LABOR AND MANAGENENT. In this film each of the four are shown in simple form.

Cities and Shopping — 17-112
8 minutes Color — Intermediate

A city has many stores and businesses where a customer can buy food. The products in stores go from the farmer to a processor or manufacturer, to a wholesaler, then to the retailer. The students see the role of each in getting our food to our homes.

Cities and Suburbs — 17-113
8 minutes Color — Intermediate

Farmers produce many things for their own use, but there are still many things they have to buy from a city. Through Marty and his parents, the film reflects the small towns between the farming areas, and the central city where farmers get many of the goods they need.

Schools and Jobs — 17-136
10 minutes Color — Primary-Intermediate

The film shows that schools run on the basis of a division of labor. This specialization breeds interdependence when people do special jobs, they have to depend on each other. The film explains how a school is operated through the help of many school employees.

Schools and Learning — 17-137
10 minutes Color — Primary-Intermediate

This film deals with some of the ways youngsters learn in schools. Its purpose is to get children thinking about ways they learn, and about the roles others play in helping them to learn. Children learn, from their teacher, classmates and by discovery.

Schools and Rules — 17-141
10 minutes Color — Primary-Intermediate

The ideas brought out in this film: (1) all school groups have rules (2) rules tell us what we should and should not do (3) there is some sort of penalty or punishment when rules are broken (4) rules aren't always easy to follow (5) rules can be voted on.

The Supermarket — 17-144
15 minutes Color — Primary

The film creates a visual review of a trip, presenting experiences with which the child is already familiar and introduces verbal labels necessary for a complete understanding of the experience. Careful attention is given to the teaching of food vocabulary and categorization.

African Continent: An Introduction — 18-101
16 minutes Color — Intermediate

A geographical, historical and cultural overview of the second largest continent. The film shows major land forms, climate regions, natural resources land use and Africa's vast still to be developed wealth and its growing importance intoday's world.

Canada's Royal Canadian Mounted Police — 18-186
14 minutes Color — Primary-Intermediate

Studies the many phases of a Mountie's nine-month training program, beginning at the RCMP training center in Ottawa. Shows officers performing their duties in various locations throughout Canada.

The Gulf Coast: South's Land of Opportunity — 18-187
14 minutes Color — Intermediate

One of the fastest growing regions of the United States is the Gulf Coast area; and this film shows some of the reasons why. Students see many economic activities; thw warm climate; pine forest and mineral wealth; the important agricultural production. The importance of the port cities of the Gulf Coast is shown by visits to Houston and New Orleans.

Alaska-49 State — 18-103
16 minutes Color — Intermediate

Visualizes the natural beauty of Alaska, and developments of the five geographic areas. Shows the land, resources, the people, and their work.

PICTURE STUDY PRINTS

David C. Cook's Teaching Picture Sets for Pre-school and Kindergarten Through Grade 3

These sets are widely used and highly respected for their quality and teaching effectiveness. Each picture in the 12-picture sets has its own resource sheet.

"A Trip to the Farm"	12 pictures
"Home & Community Helpers"	12 pictures

The above items came from the Mississippi School Supply, Jackson, Mississippi.

Focus on Self-Development, from SRA

These picture study prints show realistic situations; they are accompanied by an activity book with topic headings and space for artwork, sentences, and short stories. Individual units in each program emphasize a particular objective or focus in developing the child's understanding of self, others, and environment.

Community Helpers Activities-poster-activity sets that will give primary children an early understanding of their civic environment.

Set 1-barber, gasoline man, firemen, postman, milkman, newsboy, policeman, icecream man, street cleaner, and trashman.

Set 2-supermarket checker, tree surgeon, telephone operator, shoe repairman, baker, moving man, carpenter, druggist, plumber, and waitress.

People We Know-set of 12-11" x 17" pictures; librarian, fireman, dentist, doctor, nurse, milkman, butcher, teacher, principal, repairman, postman, barber, check-out clerk, policeman.

The above items came from the Martin School Supply Company.

Puzzles

#2569 Crossword Puzzles (Occupations) Grades 3-6 secretary, builder, druggist, bus driver, service station attendant, grocer, barber, milkman.

The above item came from the Mississippi School Supply Company.

Judy puzzles, Wooden puzzles -Occupation series puzzles-8 puzzles 9" x 12"

Community Helpers Figures-this integrated group of figures represent important occupations-12 pieces; puzzle case.

The above items came from Martin School Equipment.

FAMILY LIFE AROUND THE WORLD — Coronet, Jackson, Miss. — Intermediate

Provides a personal view into the daily lives of 40 families from six continents, with emphasis on changing economic, religious, political, and social conditions influencing their lives today.

Set 1-North and Central America

Set 2-South America

Set 3-Europe

Set 4-Asia and the South Pacific

Set 5-Africa and the Middle East

RURAL, URBAN, AND SUBURBAN SCENES — AGS, Circle Pines, Minn. — Primary

Full color on heavy plastic paper, the posters are visual stimuli for both labeling language and for encouraging ability in classifying. They are a balance of rural, urban, and suburban scenes, illustrating all four seasons.

LANGUAGE DEVELOPMENT PROGRAM — SRA, Chicago, Ill. — K-5

Designed to encourage self-expression, to provide materials for continuing vocabulary and concept development, and to introduce reading as a record of spoken language.

96 storyboards, 2 pads of dialogue paper, adhesive putty, a marker pen and Teacher's handbook.

PICTURES

LEARNING ABOUT MONEY — Central School Supply, Jackson, Mississippi — Primary

40 page manual with sixteen 12¼ x 17 inch full-color pictures.
Coins and Bills
Buying Food, Clothes, Homes
Children Earning Money
Providing Goods
Money
Travels
Life Necessities

MY COMMUNITY — Central School Supply, Jackson, Mississippi — Primary

It's enlightening and fun-to take a close look at some of the well-known sights of a community. Twelve 10 3/4 x 13 3/4 inch full-color pictures. 12 activity/ resource sheets on:

School
Beach
Post Office
Police Station
Fire Station
Park
Supermarket
Library
Hospital
Zoo
Airport
Pharmacy

HOME AND COMMUNITY HELPERS — Central School Supply, Jackson, Miss. — Primary

Young citizens gain fuller understanding of functions of those who serve their families, community. Twelve 10 3/4 x 13 3/4 inch full-color pictures, resource sheets on:

Fireman
Mother
Fruit Market
Grandfather
Phone Lineman
Plumber
Dentist
Postman
Office Worker
Policeman
Bulldozer Operator
Service Station

SCHOOL AND SCHOOL HELPERS — Central School Supply, Jackson, Miss. — Primary

Helps acquaint pupils with the functions of school "family" members. Builds respect. Twelve 10 3/4 x 13 3/4 inch full-color pictures, 12 resource sheets:

Principal
Bus Driver
Nurse
PTA
Librarian
Crossing Guard
Office Secretary
Class Teacher
Music Teacher
Art Teacher
Physical Education

CHILDREN AROUND THE WORLD — Central School Supply, Jackson, Miss. — Primary

Take pupils on a picture tour of the globe! Twelve 10 3/4 x 13 3/4 inch full-color pictures, 12 resource sheets on:

Eskimo
Peruvian
Russian
Arabian
Japanese
Chinese
Italian
Nigerian
Mexican
Spanish
French
Swedish children

CHILDREN AND THE LAW — Central School Supply, Jackson, Miss. — Primary

Children learn to respect the law, rights of others. Basic law concepts. Twelve 10 3/4 x 13 3/4 inch full-color pictures, 12 resource sheets on:

- Keep Streets Clean
- Respect Property
- Obey Library Rules
- Obey Zoo Rules
- Pedestrian Safety
- Respect Animals
- Cross Streets Safely
- Playground Safety
- Honesty
- Sidewalk Safety
- Respect Others

MOODS AND EMOTIONS — Central School Supply, Jackson, Miss. — Primary

Set aids pupils in recognizing their own feelings, building a positive self-image, understanding others. Sixteen 12½ x 17 inch actual photos, 40 page teacher's guide on:

- Love
- Friendship
- Fun
- Fear
- Despair
- Curiosity
- Thoughtfulness
- Frustration
- Tenderness
- Joy
- Anger
- Sorrow
- Loneliness
- Fascination
- Satisfaction
- Protectiveness

IN THE CITY — CCM: Standard School, Inc., Birmingham, Alabama

Set of five pictures. 35" x 22" downtown street scene, plus four 22" x 17" pictures: Industrial/highway complex, commercial scene, neighborhood scene, cultural/goverment buildings.

PLASTIC POINT-BACK LETTERS

2" lowercase letters — 2" capital letters

FLANNEL BOARD PICTURES

"When I Grow Up, I Want To Be..." children "dress" felt figures on the flannel board in a variety of occupational uniforms. Discussions enhance self-concepts, promote vocabulary growth, raise aspiration levels; contains man figure, woman figure, appropriate clothing and accesories for approximately 36 occupations such as doctor, nurse, policeman, pilot, artist...etc.

These fetching flannelgraph figures and recorded songs help children learn by participating-hearing, seeing, singing, doing. Adaptable for special education.

"The Farm" "My Community" "Helping and Sharing"

All the above came from Mississippi School Supply

DUPLICATING MATERIAL

MEET YOUR FRIENDS IN OTHER LANDS----Grade 3-first half
MEET YOUR FRIENDS IN OTHER LANDS----Grade 3-second half

INTERESTING PLACES--Grades 4,5,6-first half
INTERESTING PLACES--Grades 4,5,6-second half

LATIN AMERICA TODAY--Grades 4,5,6-first half
LATIN AMERICA TODAY--Grades 4,5,6-second half

RUSSIA TODAY--Grades 5,6-first half
RUSSIA TODAY--Grades 5,6-second half

Tha above came from Mississippi School Supply

PUPPET PLAYMATES

Unique dimensions in dramatic play. Promotes active participation and growth in self-expression. Made of strong, laminated kraft board with wipe-off surface full color, 17" x 34". Die cut arm and head holes to fit any child comfortable.

COMMUNITY HELPERS--Doctor, nurse, policeman, fireman
SPACE EXPLORERS----2 Astronauts, robot, man from outer space

The above items came from Mississippi School Supply

PUPPET PLAYMATES CCM Primary

Unique dimensions in dramatic play. Promotes active participation and growth in self-expression. Made of strong, laminated kraft board with wipe off surface, full color, 17" x 34". Die cut arm and head holes to fit any child comfortably.

FAMILY MEMBERS: mother, father, brother, sister, baby
COMMUNITY HELPERS: doctor, nurse, policeman, fireman

PLAYSCHOOL VILLAGE Central School Supply Primary
Jackson, Miss.

32" x 32" layout sheet contains 95 parts for unlimited imaginative play, city planning.

OUR WORKING WORLD Grades 1-3

The Program: Social studies for primary grades. Designed to provide the young student with a realistic understanding of his world by involving him in a wide variety of activities. The program develops important concepts in sociology, anthropology, history, economics, geography, and political science. Problem solving and decision making are stressed as skills needed to get along in our modern world. Starting with families in grade 1, the program expands to neighborhoods in grade 2 and to cities in grade 3.

Suggested Use: A basic social studies for grades 1-3.

Highlights: Hardbound Textbook 30 books per school (of each set)

Activity Book for each child in grades 1-3.

Teacher's Resource Unit: 3 available

The above items were from SRA

Career Education Material from Children's Press

I WANT TO BE BOOKS	Primary or Intermediate
I Want to Be:	
an Architect	2
a Beauty Operator	2
a Forester	2
a Sales Clerk	2
a Secretary	2
a Taxi Driver	1
a Bank Teller	1
a Basketball Player	1
a Football Player	1
a Service Station Attendant	1
a Waitress	1
a Weatherman	1
an Airplane Hostess	1

an Animal Doctor	1
a Baker	1
a Ballet Dancer	1
a Baseball Player	2
a Bus Driver	1
a Carpenter	1
a Coal Miner	1
a Cowboy	1
a Dairy Farmer	1
a Dentist	1
a Doctor	1
a Farmer	1
a Fireman	1
a Fisherman	1
a Homemaker	1
a Librarian	1
a Mechanic	1
a Musician	1
a News Reporter	1
a Nurse	1
an Orange Grower	1
a Pilot	1
a Policeman	1
a Postman	1
a Restaurant Owner	1
a Road Builder	1
a Scientist	
a Ship Captain	

a Space Pilot	
a Storekeeper	
a Teacher	
a Telephone Operator	
a Train Engineer	
a Truck Driver	1
a Zoo Keeper	1
a Set of 12 COME TO WORK BOOKS	Primary Intermediate
FAMILY HELPERS	2
FARM HELPERS	2
ABOUT FIREMEN	2
FRIENDLY HELPERS AROUND TOWN	2
ABOUT POLICEMEN	2
FRIENDLY HELPERS-HEALTH AND SAFETY	2
PEOPLE WHO RUN YOUR CITY	3
ABOUT POSTMEN	2

BOOKS

OCCUPATIONAL INFORMATION: THE DYNAMICS OF ITS NATURE AND USE — SRA, Chicago, Ill. — Jr. High

Up-to-date information on career development theory, the labor force and world of work, types and sources of occupational information available, and methods of presenting this information. 494 pages, clothbound book.

OCCUPATIONAL INFORMATION IN THE ELEMENTARY SCHOOL — SRA, Chicago, Ill. — Jr. High

Important vocational development theories plus out-lines, techniques and examples for presenting information to children. 234 pages, clothbound book.

HANDBOOK OF JOB FACTS — SRA, Chicago, Ill. — Jr. High

Chart form of facts about duties, education, training, special qualifications advancement, earnings, and outlook for 300 key jobs. 134 pages, paperback book.

YELLOW PAGES OF LEARNING RESOURCES MIT PRESS, CAMBRIDGE, MASSACHUSETTES

A soft back book listing of various occupations useful to the Career Education program.

TRUE BOOKS — Children's Press, Chicago, Ill. — Primary-Intermediate

Airports and Airplanes
Automobiles
Circus
Cloth
Communication
Conservation
Cowboys
Flight
Houses
Our Post Office
Policemen and Firemen
Schools
Ships and Seaports
Space
Tools for Building
Toys at Work
Transportation
Travel by Land
Travel by Water

AT THE BOOKS — Children' Press, Chicago, Ill. — Primary-Intermediate

Airport
Bakery
Banker
Dairy
Library
Pet Hospital
Post Office
Railroad
Zoo

COME TO WORK WITH US BOOKS — Children's Press, Chicago, Ill. — Primary-Intermediate

Set of Six: Come to Work with Us In:
Aerospace
An Airport
A Hospital
House Construction
A Toy Factory
A TV Station

EASY READING PICTURE STORY BOOKS — Children's Press, Chicago, Ill. — Primary-Intermediate

When I grow Up
Workers Long Ago

ABOUT BOOKS: — Children's Press, Chicago, Ill. — Primary-Intermediate

Firemen
Engineer of a Train
Family Helpers
Farm Helpers
Food and Where It Comes From
Friendly Helpers Around Town
Friendly Helpers for Health and Safety
Helpers Who Work at Night
Jack's Dental Check-Up
Jerry and Jimmy and the Pharmacist
Jill's Check-Up
Men at Work
Miss Sue, the Nurse
News and How It Travels
People Who Run Your City
Policemen
Policemen Around the World
Postmen
School Helpers
Truch Farming

HUMAN VALUE SERIES: BOOKS — Steck-Vaughn Company, Austin, Texas

MYSELF-Teacher's book and student's book — Grade 1

MYSELF AND OTHERS-Teacher's book and student's book — Grade 2

OUR VALUES-Teacher's book and student's book — Grade 3

VALUES TO LEARN-Teacher's book and student's book Grade 4

VALUES TO SHARE-Teacher's book and student's book Grade 5

VALUES TO LIVE BY-Teacher's book and student's book Grade 6

The series of books is designed to enable students and teachers to communicate clearly about value relationships in human behavior.

The Teaching Pictures to accompany the books include set of ten 19" x 24" four-color teaching pictures with teacher's edition.

THEY WORK AND SERVE — Steck-Vaughn Co. Austin, Texas — Grades 4-5

Interesting, realistic and easy-to-read stories demonstrate that every person who works at an honest job deserves respect, from both himself and others, regardless of his pay or duties.

A JOB FOR YOU — Steck-Vaughn Co. Austin-Texas — Grades 5-6

Featuring practical reading experiences on a fifth to sixth grade level, this book points out ways to locate and take advantage of job opportunities. The material includes ideas and tips on how to apply for a job and how to get along successfully on the job.

WHAT IS MONEY? — Steck-Vaughn Co. Austin Texas — Grades 2-3

The content of the book will appeal to good readers as well as those below grade level who are interested in the subjects but have difficulty reading other available material.

HOW TO HOLD YOUR JOB — Steck-Vaughn Co. Austin, Texas — Grades 2-3

Mathematics for Career Education, by Dale Ewen, et al

Teacher's Guide

Student Workbook (with duplicating masters)

Guidelines of work values and attitudes for retarded teen-agers reading on a 2-3 grade level. Teacher's book, 320 pages clothbound. Workbooks 128 pages, paperbound.

EVERYWHERE WE GO — AGS, Circle Pines, Minnesota — Keyed to 4th grade

Student book
Chart, on easel
Teacher's edition

THE PEOPLE AROUND US — AGS, Circle Pines, Minnesota — Keyed to 5th grade

Student book
Chart, on easel
Teacher's edition

SEEING OURSELVES — AGS, Circle Pines, Minnesota — Keyed to 6th grade

Student book
Chart, on easel
Teacher's edition

BEING TEENAGERS — AGS, Circle Pines, Minnesota — Keyed to 7th grade

BOOKS:

Career Information in Counseling & Teaching, 1971 By Lee E. Issacsen

Job Guide For Young Workers

Wall Chart Series

Dictionary of Occupational Titles, Vol. I and II

The Teacher's Role in Career Development

Occupational Information: Wher To Get and How To Use It 1967-By Robert Hoppock

Occupations and CAreers 1969 By Norman Feingold & Sol Siverdolff

Getting A Job, 1966, By Florence Randall

Educators Guide to Free Guidance Materials, By Mary H. Saterstrom & Joe A. Steph

How To Choose Your Work 1966 By Elna Stone

Ray Visits the Airforce Academy - 513-004-394

Peter Enters the Jet Age - 513-003-908

Tim Learns About Mutual Funds - 513-004-483

Andy Learns About Advertising - 513-00295-2

Richard Learns About Railroading 513-00450-5

Ronald Learns About College Teaching - 513-00449-1

Chad Learns About Naval Aviation 513-00432-7

Jeff Learns About the F. B. I. - 513-00351-7

Bruce Learns About Life Insurance 513-00312-6

Larry Learns About Computers - 513-00486-6

Danny Graham, Banker-513-00319-3

Shelby Goes to Wall Street - 513-00407-6

Hooper Announces GrantForSchool

William F. Hooper, Director of Career Education for the Leflore County School District has announced the approval of a $30,000 research grant for the development of a Career Education program from the State Department of Vocational Education.

The $30,000 will be supplement by an additional $10,000 funded under the minimum instructional program from the Department of Education.

The nine month program, with its major emphasis in the 1-6 grades, is a pilot project to develop curriculum and methods of implementation for correlating career education with existing instructional curriculum.

"We are not designing a new course to be taught but rather we are planning to strengthen the present instruction with the addition of career information," Hooper said.

The program will center around Career Laboratories which will serve as resource rooms offering information of various 'job families' and extensive audio visual and instructional materials.

"One of the major points of the program," Hooper said, " is to develop healthy work attitudes early in the child's education and to provide the child with information concerning various types of employment."

City Of L.S. Rogers Elects Officers

For any city councilmen who has labored through seemingly endless council meetings the "City of L.S. Rogers" first meeting seemed brief considering the weighty problems handled.

The 'simulated' meeting conducted by the elected officers of L. S. Rogers School was a result of the new program of Career Education currently being conducted in three of the Leflore County Schools and funded through the State Department of Education, Division of Vocational and Technical Education.

Project Director, Fred Hooper feels that the program is a two way vehicle for education. "The program is going to rely heavily on local people coming into the classroom and introducing the children to their particular trade or profession. This type of program enables the children to actually sit and talk with the people who are involved rather than merely to read about a profession from a textbook."

In instances where speakers are not needed, classroom work will center around participation activities. In such lessons as "What does my father do" children possible would write short essays about their dad's job or perhaps paint a picture of him working.

The "simulated" council meeting was a result of a recent visit to the school by Marland Gibson, mayor pro tem of Itta Bena and Mrs. Myrtle Steele, city clerk.

"The nice thing about this type of program is that it is actually teaching children about something real and practical," Gibson said.

Gibson and Mrs. Steele talked to the sixth grade social studies class about jobs in city government. The lecture was followed up by a question and answer session leaning heavily on 'Firemen' and police work.

The Career Education teacher at the L. S. Rogers School, Mrs. Ann O'Rielly, arranged the visit to the school and then encouraged the students to prepare a simulated council meeting of their own.

"The children planned the entire program, they elected their own officers and prepared a script to conduct the meeting and each child in the class wrote Thank You Notes thanking the guests for their time and inviting them to return to see their simulated meeting," O'Rielly said.

The children wrote and rewrote their thank you notes and script until they were satisfied that it was the finest they could do. The children were actually excited about the learning experience. I don't think it dawned on them how much they were actually learning," O'Rielly said.

Although primarily a social science lesson, the program also was used as a language arts vehicle to teach letter writing and grammar.

"Each activity we conduct," Mrs. O'Rielly said, "will involve as many different education skills as possible. But if the children can get involved and excited, it doesn't seem like work to the children."

But work it is, and according to Hooper, that's the whole idea of the program.

"What we are teaching the children is 'dignity of work'. We are trying to teach, that no matter what kind a job a man has, be it teaching, running a city or being a garbage man, there is dignity in that work."

"The other important part of the program is that it will be getting local people into the school and providing them with an opportunity to see for themselves exactly what we are trying to accomplish," Hooper said.

Additionally, the program will, according to Hooper, help instill in the students a self-concept, they will begin to see not only their potentials but also their limitations, while at the same time developing personal qualities that characterize the effective worker.

Currently being conducted in grades 1-6 at East Elementary, L. S. Rogers and Sunnyside, the project is strictly a pilot program, the success or failure will determine if the program will be expanded or dropped in the coming years.

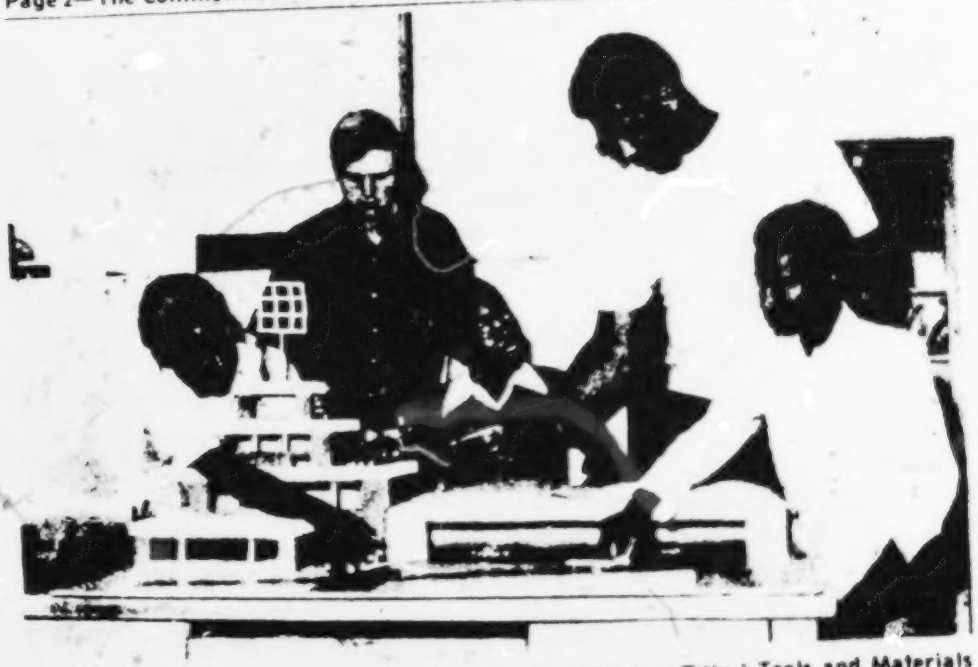
"We decided to try Career Education on a limited scale this year in order to see how effective the program is. What we have seen so far is very encouraging and we certainly have high hopes for the program," Hooper said.

SPEAKERS—Mayor Pro Tem of Itta Bena Mr. Marland Gibson (left) and Mrs. Myrtle Steele discuss the working of local government and answer questions for the Career Education Program in the Leflore County Schools.

NEW OFFICERS—The elected "Councilmen" of the L.S. Rogers "City" discuss the problems faced by the simulated council meeting. The problems included pollution, litter and a playground for the children.

The "councilmen" are from left to right (seated): Roberta Crowder, Jacqueline Journey, Cristopher Terry, Mary Knox and Wilma Harris. Standing: Vernon Jackson, Bruce Wilson, James Glover and Vada Grantham.

SCHOOL SAFETY—James W. Ables, Public Relations Officer for the North District of the Mississippi Highway Patrol, discusses Bicycle Safety with the 5th grade students at Sunnyside Elementary School. The program presented in all the elementary schools in the county, is being used as a combination Law Enforcement Awareness and Career Education Project. Reviewing the materials with Officer Ables, left to right; Mr. Clavis Thornton, Principal of Sunnyside Elementary School; Mrs. Anna Prophet, Career Education Teacher; and Mrs. Arleathea Magee, Coordinator of Law Enforcement Awareness.



READY TO TRY WINGS—Explaining airport procedure to his 6th grade students, Bert Antoine (Right) Science teacher at L. S. Rogers School, points out the Control Tower functions as John Pilcher, Title I Tools and Materials Specialist, looks on. The students are from left to right: James Glover, Vernon Jackson and Bruce Wilson.

Aviation lecture sparks interest

The 6th grade Science Class at L. S. Rogers School really took off following a visit to the classroom by Mrs. Frank McCormick, a local woman pilot.

Mr. Bert Antoine, 6th grade teacher, explains that following Mrs. McCormick's talk on flying, the students asked questions to learn more about aviation.

"The speaker was part of a Career Education Program in the Leflore County School District but actually we also got students involved in Industrial Arts," Antoine said.

After doing research and studying about aviation the students designed and built a model airport. While the students were building the airport I tried to teach them as many careers in aviation as possible," Antoine said.

Career Education Specialist, Mrs. Ann O'Reilly, worked closely with the class supplying them with supplemental information concerning careers. "The students did much more than was requested of them. This was just one of those projects the students really got involved in," Mrs. O'Reilly said.